Rapid Youth Assessment

in

Port Moresby, Papua New Guinea

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Rapid Youth Assessment in Port Moresby, Papua New Guinea

I. Introduction

I.A. Background

- 1. Crime and violence in Port Moresby and the National Capital District (NCD) are widespread and costly.**¹ In 2004, 68 percent of households reported that they had been victims of crime at least once in the past year and 51 percent had been victims of multiple crimes. Violence against women is pervasive, with domestic violence and rape, including gang rape, routine.² By 2005, there had been small decreases in reported victimization; however, 61 percent of households still reported being victims of at least one crime and 46 percent reported being victims of multiple crimes.³ At the same time, costs associated with security and theft amounted to an estimated 12-15 percent of business turnover⁴ and law and order problems serve as a deterrent to investment.
- 2. Young people account for the greatest share of crime and violence, so tackling the problem means addressing the underlying causes of youth crime and violence.** This report provides a rapid assessment of youth and youth serving institutions in Port Moresby. The report relies on extensive consultations held in Port Moresby from July 7 – 23, 2008. Meetings were held with over 100 young people, their parents, community leaders, government officials, researchers, youth workers, leaders of youth groups and youth serving agencies, and representatives of the international non-governmental and donor agencies. Community meetings were held in three Port Moresby settlements (Savaka, Vadavada and Morata). Youth in a residential program for street boys were also consulted. See Annex 1 for a list of persons consulted and Annex 2 for reports and documents referenced.
- 3. The objective of this rapid assessment is to inform the design of an Urban Youth Empowerment Project by providing information on youth and youth serving initiatives.** See Annex 3 for Terms of Reference. Section II examines the extent and root causes of youth unemployment and crime. High risk groups and monitoring indicators are identified. Good practices and lessons learned are presented in Section III. Section IV reports the mapping of community and civil society organizations – their programs and constraints and areas for potential partnership. Section V reviews the National Youth Commission Annual Work Plan (2008/2009) and youth programs implemented in Papua New Guinea (PNG) in the last five years and ends with a review of relevant service delivery mechanisms and gap analysis” and rationale / outline of potential entry points for the Bank in certain sectors.

¹ The National Capital District is the incorporated area around Port Moresby. The names National Capital District and Port Moresby are often used interchangeably.

² Hunter, S, “Families and Children Affected by HIV/AIDS and Other Vulnerable Children in Papua New Guinea: A National Situational Analysis”, UNICEF Papua New Guinea, 2006 and Amnesty International, PNG: Violence Against Women: Not Inevitable, Never Acceptable!, 2006.

³ Gerard Guthrie, Fiona Hukula and James Laki, Port Moresby Community Crime Survey, National Research Institute and Justice Advisory Group, 2005.

⁴ Satish Chand. “Papua New Guinea Economic Survey: Transforming Good Luck into Policies for Long-Term Growth.” Pacific Economic Bulletin: 19(1): 2004 as reported in World Bank, PNG Country Assistance Strategy, 2008.

I.B. A Definition of Youth

4. **For statistical purposes, the United Nations defines youth as young people between the ages of 15 and 24 years of age; however, policy makers, researchers and project designers typically adopt a wider age range.** The National Youth Policy defines youth as young people between the ages of 12 and 25. This report defines youth slightly more broadly to include young people between the ages of about 12 and 30 years of age. This definition is in keeping with general understanding of youth to participants in the rapid assessment. Some respondents even noted that individuals in their thirties could be considered youth if they are still unmarried and living at home.
5. **Youth is a comprehensive term that includes both men and young women.** Although many people in PNG refer to youth in terms of males only, youth and the issues of youth are not just about young men. However, as highlighted below, gender does influence outcomes for youth.
6. **Data on youth is limited.** In addition, data is not available to match any particular definition of youth. Therefore, the discussion and tables below report age breakdowns according the availability of data.

II. A Brief Overview of the Situation of Youth

II.A. Youth in the National Capital

7. **NCD has a population of approximately 250,000 people and has a larger concentration of youth than other parts of the country.** While the 2000 Census indicates that the population is at about 250,000, the current estimates are thought to be closer to about 300,000. In 2000, youth between the ages of 15 and 29 accounted for 35.1 percent of the population of the NCD as compared to 28.5 percent nationally (Figure 1). In NCD there are about 86,000 young people between the ages of 15 and 29. There are slightly more males (46,100) than females (39,800 in this age group (Figure 2).⁵

Figure 1: Age Structure of NCD and ALL PNG, 2000

Source: National Statistical Office, 2000 Census

⁵ National Statistical Office, 2000 Census

Figure 2: Population by Gender in NCD, 2000

Source: National Statistical Office, 2000 Census

8. **By 2015, the youth cohort is projected to increase by another 13 percent.** In addition to natural population increases, Port Moresby will grow as a result of in-migration from other parts of PNG, with youth accounting for the largest share of this migration.⁶ This means that, in NCD, there will be close to 100,000 young people between the ages of 15 and 29. These numbers point to the demographic imperative to address youth unemployment and crime.

II.B. Youth Involvement in Crime

9. **Many young people, especially young men, are actively engaged in criminal activities.** In a recent survey of youth aged 15 to 35 in Port Moresby, 36 percent of respondents admitted to having committed an offence for which they could have been arrested (Table 1). Twenty-four percent of young men admitted to having taken part in a burglary, 20 percent in petty crimes, 18 percent in an assault, and 19 percent in a carjacking. Ten percent of male respondents admitted to having participated in a rape and 4 percent said they had participated in a murder. Less than half (48 percent) of perpetrators were arrested for their crimes. The age group between 19 and 29 is most active in crime, while the majority of youth aged 19 and below had not yet entered into crime.

Table 1: Reported Youth Involvement in Crime by Gender

	Burglary	Petty	Murder	Assault	Rape	Carjack	Property	Violence	Corruption	Weapons	Drug	Vandalism	Total in Sample
Male (N)	171	141	31	130	74	136	109	59	6	58	119	63	720
%	24	20	4	18	10	19	15	8	1	8	17	9	100
Female (N)	7	22	0	25	0	2	8	3	0	0	26	3	780
%	1	3	0	3	0	0	1	0	0	0	3	0	100

Source: Author's calculations based on data reported in UNDP /UN-Habitat Youth and Crime Survey, Port Moresby, 2004.

⁶ National Statistical Office, 2000 Census

- 10. Females are less likely to be involved in the crimes reported above; however, many young women are engaged in commercial sex work, which although illegal also increases a women's risk of being subjected to sexual violence or contracting an STD.⁷** A recent survey found that two in three woman aged 15 to 24 and two in five older women accept cash or gifts in exchange for sex.⁸ In a study of unemployed young urban women, 48 percent claimed partial income support from sex work.⁹
- 11. One out of every ten youth in Port Moseby belongs to a gang, with males accounting for 90 percent of gang membership.** Fourteen percent of respondents admitted to having been a gang member at one time in their life; 10 percent admitted to currently being a member of a gang. About 10 percent of gang members are female. Seventy percent of current male gang members are in their twenties (42 percent between 21 and 25 years old and 28 percent between 26 and 30), whereas most current female gang members (56 percent) are between 15 and 20 years.

II.C. Factors Underlying Crime and Violence in NCD

- 12. Persons consulted for this rapid assessment highlighted a number of interrelated risk factors underlying crime and violence among youth in NCD (Box 1).** These factors are used to guide the following assessment.

Box 1: Factors Underlying Crime and Violence in NCD

- Poverty
- Inequality in access to education and early school leaving
- Poor labor market prospects
- Breakdown of traditional family and cultures
- Pervasive violence, including violence against strangers, domestic violence and sexual abuse
- Risky behaviors, particularly early and unprotected sex and substance abuse
- Corruption and a sense that the “system is not fair”

Poverty

- 13. In 1996, the most recent year for which poverty data is available, the poverty headcount for NCD was 25.8 percent.** This compares with 41.3 percent in rural PNG and 16.1 percent in all urban areas. The rural poor account for the largest group of poor and the severity of poverty is greatest in rural areas; however, the burden of poverty in urban areas and especially in the NCD is significant. The incidence of poverty in NCD was higher and poverty was more severe than in urban areas as a whole (Figure 3).

⁷ Sinclair Dinnen and Edwina Thompson, Gender and Small Arms Violence in Papua New Guinea, Research School of Pacific and Asian Studies, 2004.

⁸ Hunter, S, “Families and Children Affected by HIV/AIDS and Other Vulnerable Children in Papua New Guinea: A National Situational Analysis”, UNICEF Papua New Guinea, 2006.

⁹ World Bank, Strategic Directions for Human Development in Papua New Guinea, Washington, D.C. 2007.

Figure 3: Poverty in PNG, 1996

Source: ADB Report And Recommendation Of The President To The Board Of Directors On A Proposed Loan To The Independent State Of Papua New Guinea For The Microfinance And Employment Project, 2000, based on 1996 poverty data.

- 14. But poverty has increased since the last poverty assessment.** The World Bank projected poverty levels using information on the rate and sector patterns of output and employment growth. According to the projections, the poverty headcount increased to 53.8 percent by 2005, with an accompanying doubling in the severity of poverty.¹⁰ Moreover, with a Gini coefficient of 0.48, PNG ranks as moderately high in terms of income inequality.¹¹ The key factor underlying this increase in poverty was the continued failure of growth coupled with annual population growth of 2.7 percent.
- 15. Poverty has income and non-income dimensions.** A participatory poverty assessment conducted by the Asian Development Bank (ADB) in 2002 reported that the people consulted defined poverty in terms of lack of access to jobs and cash (income poverty), land, services (such as education, health care, and water supply), transport and roads.¹² Persons consulted for this rapid assessment also highlighted income and non-income dimensions of poverty, but focused particularly on the lack of jobs, inability to pay the out-of pocket costs of school for their children, and limited access to water.
- 16. The United Nations Human Development Index (HDI) score for PNG is 0.530 and, in 2007/2008, PNG ranked 145th out of 177 countries.** Since the mid-1990s, most regions (except sub-Saharan Africa) have been increasing their HDI scores; however, the HDI score for PNG has hardly increased. PNG now ranks well below the average for most regions and only slightly higher than the average for sub-Saharan Africa and compares with many sub-Saharan countries on indicators that make up the HDI score (Table 2).

¹⁰ World Bank, Papua New Guinea Poverty Assessment, Washington, D.C., 2004.

¹¹ The Gini coefficient is a measure of inequality of income distribution. High income countries generally have Gini coefficients, under 0.40, while poorer countries have Gini coefficients that range from lows around 0.25 to highs around 0.70.

¹² Asian Development Bank, Priorities of the Poor in Papua New Guinea, 2002.

Table 2: Papua New Guinea's Human Development Index, 2005

HDI Index	Life expectancy at birth (years)	Adult literacy rate (% ages 15 and older)	Combined primary, secondary and tertiary gross enrolment ratio (%)	GDP per capita (PPP US\$)
1. Iceland (0.968)	1. Japan (82.3)	1. Georgia (100.0)	1. Australia (113.0)	1. Luxembourg (60,228)
143. Madagascar (0.533)	141. Togo (57.8)	116. Burundi (59.3)	155. Sierra Leone (44.6)	123. Bolivia (2,819)
144. Cameroon (0.532)	142. Sudan (57.4)	117. Ghana (57.9)	156. Ethiopia (42.1)	124. Cambodia (2,727)
145. PNG (0.530)	143. PNG (56.9)	118. PNG (57.3)	157. PNG (40.7)	125. PNG (2,563)
146. Haiti (0.529)	144. Eritrea (56.6)	119. Yemen (54.1)	158. Pakistan (40.0)	126. Ghana (2,480)
147. Sudan (0.526)	145. Gabon (56.2)	120. Togo (53.2)	159. Senegal (39.6)	127. Pakistan (2,370)
177. Sierra Leone (0.336)	177. Zambia (40.5)	139. Burkina Faso (23.6)	172. Niger (22.7)	174. Malawi (667)

17. Poverty was identified as a significant underlying causal factor for crime and violence in NCD.

The relationship between poverty and crime was laid out in a community group comprised of youth and adults in the Savaka Settlement (Figure 4). As seen, poverty was identified as a root cause of crime and violence.

Figure 4: The Relationship between Poverty and Crime and Violence As Seen By Residents of Savaka Settlement

18. The underlying factors for crime were well identified; however, these factors do not necessarily lead to or produce violent outcomes. The latter is also influenced by alcohol and substance abuse, exposure to violence in the home and possibly incarceration, which may reinforce criminal commitment and affiliations. Furthermore, what was also noted was the relationship between corrupt

police and politicians who were endowed with state powers and who use their powers for unofficial and/or political ends.

Early School Leaving

19. Despite ongoing education reforms enrollment, retention, quality and relevance remain problematic. The formal school system is comprised of four levels: elementary (preparatory school and Grades 1-2), primary (Grades 3-8), lower secondary (Grades 9-10) and upper secondary (Grades 11 and 12). Gross enrollment rates are 75 percent in NCD with enrollment among girls (75.3 percent) equal to boys (75.6 percent). Net enrollment rates are lower – 65.3 percent for boys and 67.6 percent for girls (Figure 5). This means that girls in NCD are slightly more likely to be in the right grade for their age than boys.

Figure 5: Net and Gross Enrollment Rates, Preparatory to Grade 8, 2007

Source: 2007 School Census, Department of Education

20. Retention rates are low and only 85.6 percent of males and 76.2 percent of females who start Grade 3 reach Grade 8 (Figure 6) and school leaving increases even more dramatically after Grade 8. Starting with 135,000 students enrolled in Grade 1, the number falls to 75,000 in Grade 6; 43,000 in grade 8; 23,000 in Grade 10; and less than 4,000 in Grade 12. About 10 percent of students who started Grade 8 in 1998, graduated from Grade 12 in 2004.¹³ Despite recent expansion of places, the Department of Education estimates that the secondary system still can accommodate only 64 percent of those who take the Grade 8 exam and 24 percent of those who take the Grade 10 exam.¹⁴ Secondary school completion rates are lower among female than among male students.¹⁵ NCD specific information was not available.

¹³ ADB, Papua New Guinea: Higher Education Project, Performance Evaluation Report, 2006.

¹⁴ Information provided by Peter Michael, Department of Education.

¹⁵ World Bank, Interim Strategy Note for Papua New Guinea, Washington, D.C., 2005.

Figure 6: Retention Rates Grade 1 to 6 and Grade 3 to 8, 2007

Source: 2007 School Census, Department of Education

21. **The quality and relevance of education are also concerns.** While the cohort survival rate from Grade 7 up to the last year of senior secondary (Grade 12) improved slightly (from an average of 13 percent to 17 percent), the pass rate on the Grade 12 exit examination remained low (10 percent in 2004).¹⁶ Participants in consultations for this Rapid Assessment noted repeatedly that education is not relevant to the needs of the workplace.
22. **An alarming seven percent of youth 15 to 24 years old in the NCD have never attended school, with girls slightly more likely to have never attended.** In NCD, 92 percent of males and 89 percent of females aged 10 and over are literate. However, this is self-reported literacy, and actual literacy based upon an administered examination is likely to be lower.
23. **Nationally, females are underrepresented in education and training, but gender inequities are not as consistent in NCD.** In 2003, female enrollment in NCD represented 48 percent of male enrollment for basic and secondary education, as compared to national averages of 45 percent. In that same year, Grade 11 enrollment was equal to 18.2 of grade 10 enrollments among male students and 25.7 percent of grade 10 enrollments among female students. However, according to census data, about 69.4 percent of males, but only 63.5 percent of females aged 10 – 19 years old age were still in school, which may suggest the gender imbalance at the tertiary level.
24. **Early school leaving occurs as a result of multiple factors, including both supply and demand dynamics.** At the basic school level children drop out primarily because of lack of family resources. A common theme running through meetings was the frustration that poor families could not afford the out of pocket expenses for school. In 2001, Government implemented a one-year free education experiment. The spike in enrolments that were observed in that one year, speak to the latent demand for education that is clearly price-responsive.¹⁷ Even when fees are paid, parents in poorer communities report that their children attend irregularly because of lack of uniforms, bus fare and lunch money. The general consensus of informants was that children from poor households do not perform as well as their wealthier counterparts and are less likely to receive a place in secondary school. And, if they do, parents are not always able to afford the school fees, books, transportation and other costs.

¹⁶ ADB, Papua New Guinea: Higher Education Project, Performance Evaluation Report, 2006.

¹⁷ World Bank, Papua New Guinea: Public Expenditure and Service Delivery, World Bank, Washington, D.C., 2004.

- 25. The high cost and limited reach of second chance education and training programs put them out of reach for most poor families.** Officially, students who leave school early could participate in formal training programs and/or second chance education programs, but this does not happen very often because existing programs cannot meet demand and fees for formal training programs (public and private) are even higher than those for secondary school. Smaller non-formal programs also have limited reach. In addition, the vocational training system is plagued by weak links to local labor markets, lack of monitoring and evaluation, and lack of coordination between (and within) Government and civil society providers. There are a number of second chance education programs, including programs operated by non-governmental and faith based organizations such as the Salvation Army, Hohola Community Learning Center, and others but the reach of these is also limited. More information is needed on the reach, scope and of second change education programs.
- 26. There is reason to be concerned about the link between poor education outcomes and crime since international evidence suggests that education has a significant crime and violence reducing impact.** When the average years of schooling of the adult population is used as a proxy for the country's educational attainment, higher education attainment is associated with lower levels of crime and violence. Moreover, the lack of education is one of the main risk factors for domestic violence – each extra year of schooling reduces the probability of domestic violence by more than 1 percent. However, the research suggests that the efforts to educate the young may not reduce crime and violence levels immediately.¹⁸

Poor Labor Market Prospects and Outcomes

- 27. Most youth, especially those in the 15 to 24 year old age group, have limited economic prospects.** Approximately 50,000 young people enter the labor market each year (40,000 who leave school and 10,000 who never went to school), but only about 5,000 find employment.¹⁹ In 2000, the unemployment rate in NCD stood at 21.2 percent for men and 12.8 percent for women with unemployment related to age. In the NCD, unemployment rates are over 50 percent for males 15 -24 year old and 30 percent for females 15 – 24 years old, but decline to under 20 percent for men aged 25-29 and to under 10 percent for women in that age group (Figure 7).

Figure 7: The Labor Force in NCD by Gender, 2000

Source: National Statistical Office, 2000 Census

¹⁸ For a review of the research, see Alessandra Heinemann and Dorte Verner, Crime and Violence in Development a Literature Review of Latin America and the Caribbean, World Bank, Washington, D.C., 2006.

¹⁹ Christine McMurray, Employment Opportunities for Papua New Guinea Youth, ILO, 2002.

Figure 8: Unemployment by Age in NCD, 2000

Source: National Statistical Office, 2000 Census

- 28. Youth unemployment occurs within the context of skills shortages in many skill areas.** A recent ADB report of skill development needs in the Pacific Island countries (based on country studies funded by the World Bank) reported that skills shortages occurs for the following occupations: welders, mechanics, machine operators, electrical fitters and electricians, stock control personnel , laboratory technicians, and agriculture and aquaculture related skills.²⁰ More information is needed on labor market trends and labor market requirements in PNG.
- 29. The youth problem is a problem of joblessness, not just unemployment.** Unemployment is a measure of who is available for work and actively seeking employment. If a person is not available and looking for work, they are not unemployed but considered outside the labor market. Reasons for not being in the labor force, give an equally important measure of the situation of youth. When asked their reasons for not being in the labor force, a startling 25.6 percent of young men gave no reason (Figure 9). This is an indication of their alienation and lack of hope of finding employment. Young women are more likely to be engaged in housework and less likely to be inactive, although the quality of the work and the fact that is unpaid has implications for the welfare status of women.

²⁰ ADB, Skilling The Pacific, 2007.

Figure 9: Reasons for Not Being in the Labor Force by Age and Gender, 2000

Source: National Statistical Office, 2000 Census

30. Young people are more economically active than statistics indicate. A 1995 survey of 32,000 people in urban centres noted that 14.8 per cent of the urban workforce depended on crime as their main source of income. Commercial sex work accounted for 13.6 per cent of the female urban workforce. That study reported that almost 70 per cent of males in Port Moresby who considered themselves ‘unemployed’ were earning a living through criminal activities. This amounts to almost 19 per cent of the entire male urban workforce and suggests that crime has become the largest occupational category in the informal urban economy. Equally as disturbing, the survey found that earnings of criminals did not differ significantly from the relatively high wages of unskilled labour in the formal sector.²¹

31. Crime seems to pay and the odds are good that the youth offender will never be apprehended. Only 48 percent of youth who reported having committed a crime were arrested for that crime.²² When crime and violence are analyzed in terms of costs and benefits, it seems the incentives for criminals in Port Moresby are considerable since the benefits can be high and the odds of not getting of getting caught are good. This is unfortunate, since empirical evidence suggests that the probability of being caught and tried (but not the severity of sentences) can have a significant deterrent effect on violence.²³

32. Respondents who linked high unemployment, and crime and violence have support from international research which indicates that unemployment and crime violence is counter-cyclical. This research suggests that homicide rates rise in periods of low economic activity. It sees that young men in particular respond to the economic returns of crime and these returns are larger if legitimate employment is not available.²⁴

²¹ Theodore Levantis, Urban Unemployment in Papua New Guinea: It's Criminal, Pacific, Economic Bulletin, 12 (2), 1997.

²² UNDP /UN-Habitat Youth and Crime Survey, Port Moresby, 2004.

²³ For a review of this literature see Alessandra Heinemann and Dorte Verner, Crime and Violence in Development A Literature Review of Latin America and the Caribbean, World Bank, Washington, D.C., 2006.

²⁴ Alessandra Heinemann and Dorte Verner, Crime and Violence in Development A Literature Review of Latin America and the Caribbean, World Bank, Washington, D.C., 2006.

Breakdown of Traditional Family and Cultures

33. Despite poor labor market outcomes, the NCD continues to serve as a magnet for young people.

In-migration to NCD is higher among youth than other age groups and, as a result, there are proportionately more youth in the NCD than in other parts of the country. According to the 2000 Census, the peak age for migration into NCD is 25-29 years and this age group accounts for 14 percent of all migrants. In total, half of all migrants were aged 20 to 39 and more than a quarter were less than 20 years old.

34. When young migrants move to the NCD, they are at risk of losing touch with their families and traditional cultures.

The generally held notion that young people are moving back and forth between their rural homes and urban centers, was not supported by persons consulted for this rapid assessment. A number of respondents noted that moving back and forth is expensive and young people who have not found jobs in Port Moresby cannot always afford to go back home. Rather, many become part of the unemployed youth labor force.

35. At the same time, young people do not feel particularly tied to NCD. More than half of the respondents (56 percent) do not consider NCD as their home. Even among those who were born in the NCD (33 percent), still 44 percent do not consider the NCD as their home.²⁵

36. Rapid urbanization, fuelled by rural poverty, has increased fragmentation of families and communities.

Lack of jobs in the NCD, significant economic and social inequities, intermarriage, substance abuse, and exposure to western culture have undermined the norms of mutual obligation and traditional mechanisms of dispute resolution and protections afforded by traditional customs which previously guided behavior.

37. Many young people in NCD are exposed to violence on an on-going basis. A number of reports point to the fact that domestic violence (including women as victims and women as perpetrators) is prevalent and sexual violence (including rape, gang rape, sexual violence in the family and transactional sex) are also widespread.²⁶ Violence in communities, including violence as a result of violent crime, violence as a means of dispute resolution or “pay back” and tribal fighting, and state violence with police as perpetrators are also common.²⁷ Physical and verbal violence appear to be the norm in many families in the NCD (Box 2). The reported rate of rape and sexual offences in the National Capital (480 per 100,000) is over four times the national average.²⁸ Twenty-two percent of the youth report that they have been a victim of physical abuse and 16 percent of sexual abuse. There is some concern that high incidence of violence may have led to an acceptance of violence.²⁹

²⁵ UNDP /UN-Habitat Youth and Crime Survey, Port Moresby, 2004.

²⁶ See for example, UNDP /UN-Habitat Youth and Crime Survey, Port Moresby, 2004 and Amnesty International, PNG: Violence Against Women: Not Inevitable, Never Acceptable!, 2006.

²⁷ See for example, Hunter, S, “Families and Children Affected by HIV/AIDS and Other Vulnerable Children in Papua New Guinea: A National Situational Analysis”, UNICEF Papua New Guinea, 2006 and Amnesty International, PNG: Violence Against Women: Not Inevitable, Never Acceptable!, 2006.

²⁸ As reported in United Nations, PNG: Common Country Assessment, 2001.

²⁹ UNDP/UN-Habitat, Diagnosis of Insecurity Report: Port Moresby, 2005.

Box 2: Violence in Families in the NCD

- In most cases the father (77 percent) as well as the mother (65 percent) discipline the children, though uncles and aunts play a disciplining role in 22 percent of the cases
- The most commonly used form of disciplining is through talking (66 percent), physical punishment (51 percent) and verbal punishment (48 percent, name calling, etc.)
- Physical violence among family members is used at least once a week in 39 percent of the respondents' families
- Verbal fighting among family members is occurs in 62 percent of the respondents' families
- Twenty nine percent (29 percent) of the respondents report that their father, or another male relative, beats them at least once a week
- Eighteen percent (18 percent) report that their mother, or another female relative, beats them at least once a week
- Almost half of the respondents (44 percent) have relatives who have been arrested, mainly for violent crimes, such as assault and other violence (25 percent), murder (13 percent) and rape (5 percent).
- Sixteen percent (16 percent) of the respondents report having had an experience of forced sex, of which in 19 percent of the cases the perpetrator was a family member

Source: UNDP /UN-Habitat Youth and Crime Survey, Port Moresby, 2004.

38. Crime and violence further erode the social fabric of families, which has already been weakened by employment motivated family separation and the difficulties of urban living. As one settlement representative noted, young people steal from their families and not just from strangers. They “steal pillows off the bed” to get spare change, often to buy cigarettes, drugs or alcohol.

39. Women are particularly vulnerable to gender-based discrimination. Traditional patriarchal customs are invoked to justify gender discrimination, subordination and violence. Levels of violence against women are among the highest in the world.³⁰

Unhealthy Lifestyles

40. At a human level, living in Port Moresby takes a toll on youth. Youth are cut of (or never exposed to) traditional values. Youth are the victims of crime as well as the perpetrators. Youth face high probability of joblessness. Joblessness extends the period of dependency for youth and this compounds an already difficult situation. And all this means that many young people spend their entire day with nothing productive to do. When asked what the best thing about being a resident of the City Mission farm was, one youth answered ‘just having something to do.’

41. Sexual activity commences early for both sexes and early childbearing is the norm. In 1996, (the most recent year for which information is available)³¹ the median age at first birth was 21 years. About 2 percent of women aged 16 had at least one child. At age 19, around 20 percent had given birth to one child and around 7 percent had given birth to two children. About 24 percent of teenagers 18 years of age and 9 percent of teens 17 years of age had begun childbearing. Overall, 14 percent of teenagers 15-19 years old had begun childbearing. Early childbearing was more common among teens with no education (one-fourth of teenagers with no education had a child or were

³⁰ Amnesty International, PNG: Violence Against Women: Not Inevitable, Never Acceptable!, 2006.

³¹ The National Statistical Office has conducted a more recent Demographic and Health Survey; however, that data is not available.

pregnant). Over 60 percent of pregnancies occurred outside of marriage and 10 percent of teen mothers did not marry (Table 3).³²

Table 3. First Births by Age and Marital Status of Mother at Time of First Birth, 1996

	Mother not married	Before Marriage	0-7 months after marriage	8+ months after marriage
15-19	10.2	6.1	46.9	36.7
20-24	3.3	14.8	36.0	45.9
25-29	1.2	16.3	30.7	51.8
All Ages	1.5	17.9	30.3	50.3

Source: National Statistical Office, PNG: Demographic and Health Survey 1996, National Report, Port Moresby, 1997.

- 42. HIV/AIDS is now a generalized epidemic with youth in the 20 – 29 year old age group, particularly young women most at risk (Figure 10).** In 2006, 1.28 percent of the adult population was estimated by UNAIDS to be HIV-positive.³³ As of midyear 2005, the antenatal clinic at Port Moresby General Hospital (PMGH) was reporting a HIV prevalence rate of 1.5 percent. Teenage mothers (ages 15 to 19 years old) at the PMGH antenatal clinic had an HIV prevalence of 10 percent in 2003 and 8 percent in 2004.³⁴ In 2006, the prevalence rate among commercial sex workers in Port Moresby was 14 percent.³⁵ HIV/AIDS is fueled by the fact that multiple partners and transactional sex (for gifts and/or cash) are common and by the incidence of men who have sex with men, most of whom are bisexual and likely to get married.³⁶

Figure 10: Cumulative AIDS Cases by Age and Gender, 2007

Source: PNG National AIDS Council and Partners, UNGASS: PNG Country Progress Report, 2008, based on reporting period 2006-2007.

³² National Statistical Office, PNG: Demographic and Health Survey 1996, National Report, Port Moresby, 1997.

³³ USAID, PNG HIV/AIDS Health Profile, 2008. This new prevalence rate is significantly lower than the 2005 UNAIDS estimate of 1.8 percent, but is considered to reflect improvements in surveillance rather than a shrinking epidemic.

³⁴ World Bank, Strategic Directions for Human Development in Papua New Guinea, Washington, D.C. 2007.

³⁵ USAID, PNG HIV/AIDS Health Profile, 2008.

³⁶ World Bank, Strategic Directions for Human Development in Papua New Guinea, Washington, D.C. 2007.

- 43. Substance use and abuse is widespread among youth in NCD.** Forty seven percent of the respondents drink alcohol, 47 percent smoke cigarettes, and 18 percent acknowledge have used drugs. Men are more likely than women to smoke cigarettes, drink alcohol and take drugs (mainly marijuana) and start at a younger age. Most start using these substances between the ages of 15 and 20; 36 percent have stolen money for drugs, alcohol or cigarettes.³⁷

A System that is Not Fair

- 44. A general observation made frequently during the consultations was that the “system is not fair” but this is not surprising since** PNG ranks poorly on measures governance and corruption. Corruption is widely acknowledged as a serious issue in PNG, particularly in the public sector.³⁸ Governance is a foundation the Government’s Medium Term Development Strategy (MTDS) 2005 – 2010 and has been the focus of reform efforts. However, in the current context, crime and violence offer an opportunity to secure an income and a share of resources in an environment where legitimate avenues for economic advancement are largely unavailable. The other side of this coin is the lack of social accountability awareness, know-how and transparency in accessing the system.

A Note on Urban Diversity

- 45. Much has been made about the ethnic and linguistic diversity and fragmented clan-based social structure in PNG; however, respondents in the rapid assessment did not think that ethnic diversity was an explanation for most of the crime and violence in Port Moresby.** The message from respondents was that it “is important to focus on the commonalities and not on the differences.” A theme running through the consultations for this Rapid Assessment was that while ethnic differences exist, on the whole, “communities have found ways of dealing with it and have moved on” and that “we have learned to live together.” In addition, respondents noted that intermarriage has blurred the lines between ethnic groups. Similarly, even Raskol (criminal) gangs, which are widespread in Port Moresby, sometimes form around ethnic lines but more typically reflect the heterogeneity of the communities from which they emerge.³⁹
- 46. At the same time, they noted that there are some areas of ethnic tension. Ethnicity can affect decisions about living arrangements and there are certainly examples** of ethnic violence to avenge family grievances. A number of respondents noted, that mixed marriages are more prone to domestic violence although not all respondents agreed.
- 47. Ethnicity does affect employment decisions.** “Wontok,” which literally translated, means “one talk”, but which is loosely used to refer to exchanges of assistance between close relations does, at times, influence labor market outcomes. The “Wontok” system provides a critical informal safety net. In the context of hiring decisions in the formal sector this amounts to nepotism and is widely perceived by respondents to be a source of tension in NCD. The Wontok system also acts as a disincentive to enterprise as individuals are culturally inclined to rely on their families/relatives/kin for support.

³⁷ UNDP /UN-Habitat Youth and Crime Survey, Port Moresby, 2004.

³⁸ See for example, UNDP, Tackling Corruption, Transforming Lives: Accelerating Human Development in Asia and the Pacific, 2008; ADB, PNG: Governance in Papua New Guinea – A Thematic Assessment, 2006 and Transparency International , Country Study Report - Papua New Guinea, 2003.

³⁹ For a history of Raskal groups, see Dinnon Sinclair, “Urban Raskolism and Criminal Groups in Papua New Guinea,” in Gangs and Youth Subcultures, ed. Cameron Hazlehurst, Gangs and Youth Subcultures: International Explorations, Transaction Publishers, New Brunswick, 1998.

48. NCD is marked by diversity of living arrangements and tensions around these arrangements.

Settlements are located throughout the city and are the result of rapid population growth and immigration. About 40 percent of the population lives in settlements. There are 20 planned settlements and 79 unplanned settlements, of which 42 are on state land and 37 on customary land. They are characterized overcrowding, poor infrastructure, especially water, sanitation and electricity.⁴⁰ Out of the total land area in urban Port Moresby, government had assumed 60 percent while the remaining 40 percent is in the hands of the landowners. Experience has shown that in many instances there are no clear demarcations on land held by different clan groups resulting in disputes over ownership of land.

49. Developing settlements will be a complex process that runs the risk of alienating the Motu Koita who are the customary landowners for much of Port Moresby.

This has increased tensions within Port Moseby. In addition, Motu Koita people seem to have fared badly with in terms of access to education and employment. Recent figures are not available, but studies done in Baruni, Tatana and Hanuabada villages indicated that more than 70 percent of the residents (primarily Motu Koita) were unemployed. Educational institutions are accessible, but enrolment data indicate that Motu Koita children are underrepresented.⁴¹

50. Economic diversity matters most. A theme running through focus groups was that inequality results in feelings of resentment among youth. As one young focus group participant (who had graduated high school but was not able to find a job) noted when talking about what it feels like to see an affluent youth, “I want to be like him, drive like him, have money in my pocket like him.” Parents in the same focus group noted that inequality leads to a loss of self-esteem among the young and a sense among parents that “our children are missing out.” Focus group participants talked about “ethnic problems being in the past, but frustration and anger at inequality being in the present.” Youth leaders talked about loss of self-esteem from poverty and the use of crime as a way to fit into society. The observation of respondents is consistent with international evidence that suggests that inequality (but not absolute poverty) is associated with higher intentional homicide and robbery rates.⁴²

II.D. Risk Groups

51. Addressing crime and violence requires tackling the root causes, which means addressing the varied risk factors identified above. This suggests initiatives targeted to four broad risk groups:

- **Youth at risk of early school leaving** either because of poverty, gender discrimination or supply side constraints. Efforts that are underway to expand access to education could be complimented by demand side subsidies to reduce the cost of education for poor families and to promote enrollment, especially among girls.
- **Youth who are out of school and out of work.** This group includes that large group of youth who have already left the formal school system but are not working, and particularly the younger members of the youth cohort. Strategies for this group need to promote labor market integration

⁴⁰ NCD, NCD Settlements Strategic Plan, 2007-2011 and U.N. Habitat, Port Moresby Urban Sector Profile, undated.

⁴¹ Carol Kidu and Sale Homoka, Towards a Sustainable Development for Motu Koita Landowners in the National Capital District of Papua New Guinea paper submitted at Indigenous Rights in the Commonwealth South Pacific Regional Expert Meeting, 2001.

⁴² See Alessandra Heinemann and Dorte Verner, Crime and Violence in Development: A Literature Review of Latin America and the Caribbean, World Bank, Washington, D.C., 2006 for a review of the international literature.

before these youth become seriously involved in criminal activity or other high risk behaviors. For most, this will require developing literacy and numeracy, job related skills and basic life skills and providing on-the-job learning opportunities driven by the needs of the labor market.

- **Particularly at-risk youth.** This risk group is diverse and includes youth already actively involved in crime, commercial sex-workers, teenage parents, substance abusers, youth living on the street life and others. Although these sub-groups share common features – they are typically poor and with limited education – each also has specific needs and requires targeted services tailored to these specialized needs. Civil society organizations are often best placed to provide these targeted services.
- **Youth at risk of engaging in unhealthy lifestyles.** This group includes most youth in PNG. Messages promoting healthy lifestyles among young people, including safer sex, non-violence in families and communities, reduction in substance use and abuse would be incorporated in programs for the risk groups identified above, but could be also be broadly disseminated through youth friendly public information and education campaigns that use drama, music and other modalities that appeal to young people.

52. Clearly, one project could not address all of the requirements of the four risk groups. Multiple interventions across multiple sectors will be required.

II.E. Measuring Outcomes for Youth

53. Outcome indicators would be selected based on the objectives of the project but could include the following:

- Percentage of participants who are employed/self-employed 12 months after program completion
- Average earnings of participants 12 months after program completion (PNGK)
- Percentage of participants who start their own business within 12 months of program completion
- Percentage of businesses that survive for one year
- Percentage of participants who obtain basic, 10th grade or 12th Grade Certificates
- Percentage of participants who engage in criminal activities within 12 months of program completion
- Percentage of participants who report gang membership within 12 months of program completion
- Percentage of participants who report engaging in unprotected sex
- Percentage of participants who report substance use by substance

54. Measuring outcomes for participants would occur through measurement of baseline indicators and outcomes one year after program participation. Outcomes would be measured for participants and evaluated against non-participants. The objective of the impact evaluation would be to estimate the causal impact of participation in the program on labor market outcomes (employment, wages), educational attainment and risk-taking behaviors.⁴³

55. Intermediate indicators could include:

- Number of youth enrolled in program (by gender and age)

⁴³ Outcomes could be measured through a tracer study of participants only; however, if resources are available for a full evaluation, this would be preferable.

- Percentage of enrolled youth that are women
- Percentage of enrolled youth from poorest 40 percent of households
- Percentage of enrolled youth that become literate one year after starting program
- Percentage of enrolled youth that acquire workplace competencies one year after starting program
- Percentage of enrolled youth that acquire entrepreneurial competencies one year after starting program

56. Specific targets for intermediate indicators would be established during project preparation.

Targets would be based on pre-project values for each indicator. Gender and age disaggregation of intermediate indicators is essential.

57. Gender and age disaggregation of monitoring and evaluation data is essential. Data should be disaggregated by gender to determine differential outcomes for men and women. Data should also be disaggregated by age in order to determine differential outcomes for different age groups within the youth cohort. The following breakdowns are suggested: 15-19 years old; 20-24 years old; and 25-29 years old.

III. Good Practices and Lessons Learned

III.A. General Principles in Designing the Youth Portfolio⁴⁴

58. Treat the youth portfolio as an investment. Investing in youth is a wise development strategy. PNG devotes substantial resources to coping with the problems that arise from youth unemployment, crime, violence, risky sexual behavior, and substance abuse. Early investments in young people can help to prevent negative behaviors and, thus, free-up resources that are currently being devoted to coping with negative behaviors among youth.

59. Support participation and empowerment of youth families and communities. Successful youth-serving programs involve community-wide, multi-agency collaborative arrangements that tap resources available within communities, have strong ties to the private sector, insist on early involvement of youth, their families and communities at the design and planning stage, include interventions that strengthen family and community social capital, implement case management systems to oversee the needs of youth and allow for the provision of individualized care.⁴⁵

60. Target those most at risk. Poverty is probably the greatest threat to the successful transition to adulthood because it reduces the likelihood that youth will have had adequate nutrition or health care or that they will have gone to school long enough to acquire the basic literacy and numeracy skills required by the workplace. Throughout the developing world, young people who grow up in poor households are more likely to work as children, more likely to drop out of primary or secondary school (or never go at all), more likely to engage in risky sexual behavior (frequently involuntarily), more likely to marry and/or bear children early and less likely to find stable and remunerative employment as adults.⁴⁶ Programs oriented to low-income youth and/or poorly educated youth are

⁴⁴ See for example, Wendy Cunningham et al, *Youth at Risk in Latin America and the Caribbean*, World Bank, Washington, D.C., 2008; Wendy Cunningham, et al, *Supporting Youth at Risk: A Policy Toolkit for Middle-Income Countries*, World Bank, Washington, D.C., 2008.

⁴⁵ Miriam Schneidman, *Targeting At-Risk Youth, Rationales, Approaches to Service Delivery and Monitoring and Evaluation Issues*; World Bank, 1996.

⁴⁶ Cynthia Lloyd, Editor, 'Growing Up Global: The Changing Transitions to Adulthood in Developing Countries, Panel on Transitions to Adulthood in Developing Countries', National Research Council, 2005.

more likely to have positive labor market impact. In a study of international youth programs, programs targeted to poorly educated youth accounted for 49 per cent of the total inventory, but represented 60 per cent of programs with positive impacts on employment and 71 per cent of programs that were cost-effective.⁴⁷

61. Develop a Multi-Sector Approach. Unemployment, violence, and criminal behavior are inter-related and reflect the outcomes of multiple risk factors. Evidence from developed and developing countries indicates that tackling the problems of youth unemployment, violence and crime and requires a multifaceted approach. There are multiple entry points and there is no one “ideal” approach that addresses all of the multiple risks faced by young people. Effective strategies will be needed across multiple sectors. No one sector has the resources or expertise to effectively address all of the risks facing youth. Strategic alliances among the government, civil society and private sectors are also needed to maximize the impact and reach of youth development programs.

III.B. Lessons Learned

62. The youth portfolio needs to include: (1) *preventative programs* that stem the flow of at-risk youth; (2) *targeted services* for young people at imminent risk of engaging in or already engaged in risky behaviors; and (3) *policies* that have a disproportionately positive impact on young people. These programs and policies are summarized in Box 3. Core policies and targeted programs are reviewed below.

Box 3: The Elements of an Investment Portfolio for Youth

Core Policies To Stem the Flow of At-Youth Risk

- Increase secondary school completion
- School-based prevention and remediation programs
- Youth-friendly health and pharmaceutical services
- Use of the media for prevention messages (combined with improved services).
- Improved parenting as a cornerstone of all activities
- Early childhood care development programs for at risk infants and young children

Targeted Programs to Address the Needs of High Risk Groups

- Education equivalency programs
- Youth Job Training that includes life skills and internships
- Financial incentives to avoid risky behaviors
- Supervised activities in youth friendly spaces
- Home visitation to families with young children or high-risk youth
- Formal youth service programs
- Mentoring
- Employment services for youth
- Life skills training as part of all at-risk youth interventions
- Self-employment support
- Integrated community approaches

Policy and Programs that are Beneficial for Youth in General

- Safe-neighborhood programs, emphasizing increased police presence and accountability and better police-community relations

⁴⁷ Gordon Betcherman, et al, ‘A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory’, World Bank, Washington, D.C., 2007.

- Reduce the availability and use of firearms
- Increase prices and reduce availability of alcohol and tobacco
- Increase access to contraception by introducing condom social marketing programs and policies to make emergency contraception available
- Anti-violence messages in local and national campaigns in all media, aimed particularly at males and young people
- Strengthen the justice system
- Birth registration to the undocumented

Source: Adapted from Wendy Cunningham et al, *Youth at Risk in Latin America and the Caribbean*, World Bank, Washington, D.C., 2008; Wendy Cunningham, et. Al, *Supporting Youth at Risk: A Policy Toolkit for Middle-Income Countries*, World Bank, Washington, D.C., 2008.

Preventative Program to Help Stem the Flow of At-Youth Risk

- 63.** Programs for youth need to include a focus on prevention since the biggest pay-off for disadvantaged youth comes from early and sustained interventions, beginning even before children enter the compulsory schooling system. There is considerable international evidence that the following policies reduce negative youth behavior.
- 64. Increase secondary school completion.** The biggest payoff for disadvantaged youths come from early and sustained interventions which begin even before children begin the schooling system, and followed by intensive efforts at primary and secondary schooling. An important lesson from international experience is that schools can provide a productive environment for young people and that educational attainment is critical if youth are to complete effectively in the labor markets. Completing secondary school can serve as one of the strongest protective factors for young people by providing the knowledge and skills that they acquire, and through the sense of connectedness that students often feel to adults within the school. Therefore, an important building block of a strategy to reduce the number of at-risk youth is to keep them in the formal school system as long as possible. In Burkina Faso, having more education relative to having none was found to result in faster transitions to better-paying occupations over the 10-year period from 1993 to 2003.⁴⁸ Estimates for Latin America and the Caribbean are that the cost of not completing secondary school is between 13 to 59 percent of GDP. Evidence from urban Papua New Guinea suggests that the average private rate of return to an additional year of education rises with the level of education. This means that keeping adolescents in school longer translates into higher earnings. Moreover, the returns increase the longer that a student stays in school.⁴⁹ Education also has an impact on development, including health outcomes. For example,
- 65.** HIV prevalence in Zambia is much lower among 15- to 19-year-olds with secondary and tertiary education than it is among youth with less education.⁵⁰
- 66. Examples of policies that have shown to be successful in improving secondary school enrollment and completion—particularly when implemented together—include provision of financial incentives and improvements in school quality.** Financial incentives, such as conditional cash transfers, school vouchers, loans, grants, individual learning accounts, school supplies, and free public transportation to school help to increase the demand for secondary school and offset competing

⁴⁸ Daniel Parent, *Youth in the Labor Market in Burkina Faso*, World Bank, 2006.

⁴⁹ John Gibson and Osaiasi Koliniusi Fatai, *Subsidies, Selectivity and the Returns to Education in Urban Papua New Guinea*, *Economics of Education Review*, Volume 25, 2, 2006, 133-146.

⁵⁰ World Bank, *Youth in Africa's Labor Market*, Washington, D.C., 2006.

demands such as work and child care. Steps to improve school quality also help to increase school completion. These include strengthening the connection between school and work; improving teacher training and increasing their experience; reducing teacher absenteeism; involving the local community as monitors of both teacher and student performance; initiating peer tutoring programs; introducing innovative programming; eliminating grade repetition; improving the quality of infrastructure; and making schools safe and accessible.

- 67. School-Based Risk Prevention Messages and Identification of At-risk Youth Who Need Remedial Support.** School students are a captive audience. This provides an opportunity to implement school-based interventions to reduce risky behavior. Evaluations in developed and developing countries indicate that the most successful school based interventions include universal curriculum-based HIV and sex education; life skills training that includes self-management and decision making skills; information related to tobacco, alcohol and marijuana; violence prevention programs; and screening services to identify students who have specific problems that may put them more at risk. Lessons learned are that programs should start as early as possible; train teachers in specific risk-prevention curricula (violence prevention, sexual education, and HIV prevention) and in screening techniques; create a team of screening experts who serve schools; link knowledge and skills imparted by school-based prevention programs to the rest of the curriculum and teach them in a logical sequence; ensure that teaching is interactive and encourages the active participation of all students, ideally in a small group setting; balance teaching of knowledge, skills, and facts with peer pressure resistance skills to achieve greater program effectiveness; and foster a nonjudgmental and trusting environment in schools. Examples of successful programs include programs in Namibia, Kenya, South Africa, Thailand and a number of Caribbean countries.⁵¹
- 68. Youth-friendly health and pharmaceutical services.** Young people need youth friendly services that are easily accessible to young people. The objective is to promote healthy behaviours and reducing and risky behaviours and their outcomes, including STDs, HIV/AIDS, substance abuse, early pregnancy, and poor nutrition. There is considerable evidence from developing countries that these programs help to promote health and reduce risky behaviours among youth.⁵² Services typically include: prevention and health promotion services and prenatal, postpartum, and abortion services. Several types of intervention have been shown to be particularly effective in increasing use of reproductive health services by youth. These include: training service providers and other clinic and pharmaceutical staff in youth-friendly practices; making clinics and pharmacies more accessible and friendly to youth; e.g., by providing services in mobile units to visit poor areas; and using community-based outreach and information campaigns to generate both demand for and support of reproductive health services among young people. In addition, experience in other countries has show that the provision of ancillary health services in schools can have significant impacts on absences, misbehavior, health knowledge and access to health care, drug abuse and teenage pregnancies.⁵³
- 69. Use of the media for prevention messages.** Impact evaluations of communications campaigns in developing countries have demonstrated that that well designed campaigns can be effective in changing attitudes and behaviors related to reproductive health. Examples of successfully programs include *inter alia* South Africa's Love Life program, Cameroon's Jeune social marketing program, Paraguay's Con S de Sexo, a radio program hosted by adolescent peer educators, and Tanzania's

⁵¹ Wendy Cunningham, et al, Supporting Youth at Risk: A Policy Toolkit for Middle-Income Countries, World Bank, Washington, D.C., 2008.

⁵² World Health Organization, Preventing HIV/AIDS in Young People: A Systematic Review of the Evidence from Developing Countries, Who Technical Report Series. Geneva: UNAIDS Interagency Task Team on Young People, WHO, Geneva, 2006.

⁵³ This research is summarized in WHO Expert Committee on Comprehensive School Health Education and Promotion, Research to Improve Implementation and Effectiveness of School Health Programs, WHO, 1996.

radio drama Twer Na Wakati. Lessons learned in the implementation of social marketing programs are to work with youth to design the program; engage multiple audiences with one program; entertain to educate; involve and teach youth through technology; and, where possible, use telephone “hot-lines”.⁵⁴

70. Improve Parenting Effective. Parenting training can significantly reduce domestic violence, association with delinquent peers, use of alcohol and other substances, school dropouts, and arrests. These programs need to start early, include positive discipline methods and communication, teach non-violent coping strategies and provide high-risk families with in-home parenting coaching. In one program for high-risk families, the children in families that received visits by specially trained nurses were less likely to be abused.⁵⁵ Parenting interventions for parents of children ages 1-5 in Turkey and Jamaica had long-lasting effects on children (at ages 13-18) and increase the likelihood that children stay in school.⁵⁶

71. Protecting tomorrows youth through provision of targeted early childhood programs. The early childhood years offer an unparalleled window of opportunity to impact on the future health, intelligence, and development of children. This is particularly important for impoverished children. Intervening early in children's lives through provision of quality childcare and pre-school programs is the best way to promote youth and to prevent violence and crime. Research from developed and developing countries has shown that early childhood interventions are effective in reducing the next-generation of youth at risk. There is a growing body of global evidence that shows that high quality ECD programs can foster language, cognitive and social development, promote schooling, reduce crime, promote workforce productivity and reduce teenage pregnancy.⁵⁷ In the United States, the Perry Preschool program followed two groups of children who had been randomly divided into a program group that received a high-quality preschool program and a comparison group that received no preschool program. A cost-benefit analysis of the program yielded a return of US\$7 to US\$1 at age 27 and, by age 40, the return was US\$17 to US\$1 of investment.⁵⁸

Targeted Programs for High Risk Groups

72. The following programs have shown promising results in reducing risky behaviour among young people who are already engaged in risky behaviors.

73. Education equivalency and second chance education programs give young people a chance to complete their formal education. This is particularly important given the significant numbers of young people with little or no formal schooling in PNG and the low literacy levels among youth. Examples include and literacy and numeracy education, high school equivalency programs and other

⁵⁴ Anne Palmer, *Reaching Youth Worldwide*, Johns Hopkins University, Center for Communication Programs, 2002.

⁵⁵ A. J. Reynolds, et al, Long-Term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest: A 15-Year Follow-Up Of Low-Income Children In Public Schools. *Journal of the American Medical Association*, 285(18), 2001.

⁵⁶ Chang, Walker, S., Powell, C., Grantham-McGregor, S., ‘Effects of early childhood psychosocial stimulation and nutritional supplementation on cognition and education in growth-stunted Jamaican children: prospective cohort study’. *The Lancet*, Volume 366 (9499): 1804-1807, 2005; Cigdem, Kagitcibasi, Sunar, Diane, & Bekman, Sevdal, ‘Long-term Effects of Early Intervention: Turkish Low-Income Mothers and Children.’ *Applied Developmental Psychology*, 22(4):333–61, 2001

⁵⁷ See *Lancet*, Vol.369, Jan.6, 2007 which is devoted to a review of the evidence on early childhood interventions in developing countries.

⁵⁸ Schweinhart, Larry & Montie, Jeanne, ‘The High/Scope Perry Preschool Study to Age 40’, High/Scope Educational Research Foundation, 2004.

remedial programs. Equivalency systems use more practical curricula, more flexible schedules, and less formal instruction methods than regular schools. They depend on a strong partnership between the formal education sector, private providers of programs, and prospective employers. Second chance education programs have not been subject to rigorous evaluations; however, preliminary evidence indicates that they can improve learning outcomes and employability. Bangladesh has a long history of providing second chance education (Box 4). Uganda's YES Program and the Tanzania Complementary Basic Education program, both of which provide second chance education, have been shown to have a strong positive impact on labor market outcomes.⁵⁹ In Colombia, second chance education resulted in an average annual increase in earnings of \$1,400.⁶⁰ In general, programs with a livelihood focus seem to stand a stronger chance of success since they can provide an immediate reason for learning. Including literacy and numeracy content in livelihood skills and integrating it with the livelihood training from the very start seems more promising than running the two components in parallel. Organizations that are more concerned with livelihoods and other aspects of development seem to be better at designing and delivering effective combinations of livelihoods and literacy than organizations that are more focused on education. Projects run by NGOs appear most effective; however, government oversight is important.⁶¹

Box 4: Second Chance Education in Bangladesh

Two NGOs in Bangladesh – the Bangladesh Rural Advancement Committee (BRAC) and the Underprivileged Children's Education Program (UCEP) – have provided education to many young people. In a comparative study by UNICEF, students from both programs performed much better on general tests than did students in the Department of Non-formal Education's own Hard-to-Reach schools program, although more rigorous impact evaluations are needed. BRAC and UCEP tailor their delivery to target young people of different ages and skill levels. BRAC's Non-formal Primary Education Program targets younger people (ages 8–10) and reintegrates them into the formal education system. UCEP targets older students (ages 10–16), and emphasizes speed (providing two grades of education in each year), completeness (providing five or eight years of general schooling), and feeds students into UCEP-run vocational programs, which then integrate students directly into the private sector. Studies show that UCEP, which served 36,000 students in 2002, has costs per student roughly the equivalent of the regular school system (around \$20 per year).

Source: World Bank, World Development Report, Washington, D.C., 2007.

74. Youth Job Training that includes Life Skills and Internships. Evidence indicates that comprehensive programs that include basic education, skills training, internships, employment services, and social services have the best outcomes. A review of 19 training programs targeting youth in developing and transitions counties found that training programs are rarely successful in improving employment and earnings of young participants without this package of services.⁶² The *Jóvenes programs*, which began in Chile and which were replicated in Argentina, Uruguay, Paraguay, Peru, Colombia, the Dominican Republic and Venezuela, are multi-service interventions that include classroom training, work experience life skills, job search assistance, counseling, and information. These programs target disadvantaged youth age 14 to 30 with low levels of education. Training is offered through the competitive market where a public bidding system promotes quality provision and fosters private sector (including NGO) participation. The training institution

⁵⁹ World Bank, Youth in Africa's Labor Market, Washington, D.C., 2006.

⁶⁰ Knowles, James C. & Behrman, Jere R. 'Assessing the Economic Returns to Investing in Youth In Developing Countries', World Bank, Washington, D.C., 2003.

⁶¹ Oxenham, John, et al, 'Skills and Literacy Training for Better Livelihoods: A Review of Approaches and Experiences', World Bank, Washington, D.C., 2002.

⁶² Gordon Betcherman, et al, 'A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory', World Bank, Washington, D.C., 2007.

coordinates courses and internships, balancing the needs of the productive sector with the skills taught in the program. One of the key features of this type of program is that the training is based on the labor demand of specific companies, which ensures that young people will be trained in areas where there is market demand. The model transforms the role of government from that of supplier of training services to that of procurer and financier of training services. Participants receive daily stipends and employers may receive financial incentives such as wage subsidies. The evaluations of the *Jóvenes* programs conclude that they have been largely, though not always, successful in improving job placement and earnings. In Argentina, there was a 10 per cent increase in the employment probability of adult women. In Chile, the program increased the probability of employment by 21 percentage points, with the most significant results for youth under the age of twenty-one and for women. Earnings increased about 10 percentage points in Argentina, with particularly favorable outcomes for young males and adult females. In the Dominican Republic, there was no impact on the likelihood of having a job; however, a marginally significant impact of 10 percent was detected for wages and also for the coverage of health insurance. The impact was greatest among young male teens. A recent longitudinal study of Peru's *PROJoven* showed a positive internal rate of return, consistently above 4 per cent. The *Jóvenes* programs appear to have been relatively cost-effective but, even so, they are expensive and most have been adopted by national public training institutions or substituted by smaller interventions that have inherited several features from this model. The *Entra 21* programs which operate in 18 Latin American and Caribbean countries, share common features with the *Jóvenes* programs. They include short-term training that responds to labor market needs; a comprehensive curriculum that includes technical training as well as life skills and job seeking skills development; and internships with local employers. Between the years 2002 and 2006, nearly 12,000 youth benefited from *Entra 21* across a wide range of country contexts. Ninety-one percent live in or near urban areas and most are disadvantaged based on criteria such as household income and the quality of their neighborhoods. The average duration of the training is seven to eight months, including the internship. This translates into a course load of approximately 640 hours, with an average breakdown among the components as follows: technical training (46%); life skills (17%); job seeking skills (9%) and internship (28%).⁶³

75. Supervised Activities in Youth Friendly Spaces. High quality programs in youth friendly places (e.g., after school activities or activities in community centers) have the potential to support and promote better attitudes toward school and higher educational aspirations, better performance in school (as measured by achievement test scores and grades), higher school attendance (as measured by attendance and tardiness) and less disciplinary action (e.g., suspension). Participation is linked to avoidance of drug and alcohol use, decreases in delinquency and violent behaviors, increased knowledge of safe sex, avoidance of sexual activity and pregnancy and increased skills for coping with peer pressure. In addition, they provide youth with a sense of belonging, leadership skills, input, and decision-making ability in programs, as well as challenging and interesting activities. A growing body of evidence suggests that successful programs include efforts to comprehensively and holistically serve young people; include activities for in-school and out-of-school youth; address the academic needs of youth; and provide them with a safe environment.⁶⁴

⁶³ Inter-American Development Bank, *Entering the World of Work: Evaluations from six Entra 21 Projects*, Washington, D.C., not dated; World Bank, *Preparing Youth for 21st Century Jobs: Entra 21' Across Latin America and the Caribbean*, Youth Development Notes, Washington, D.C., 2006; Betcherman, Gordon, et al, 'A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory', World Bank, Washington, D.C., 2007; Bouillon, César Patricio & Tejerin, Luis, 'Do We Know What Works?: A Systematic Review of Impact Evaluations of Social Programs in Latin America and the Caribbean', IDB, Washington, D.C, 2006; Betcherman, Gordon, Olivas, Karina & Dar, Amit, 'Impacts of Active Labor Market Programs: New Evidence from Evaluations with Particular Attention to Developing and Transition Countries', World Bank, 2004.

⁶⁴ Priscilla Little and Erin Harris, *Out-of-School Time Evaluation Snapshot: A Review of Out-of-School Time Program Quasi-Experimental and Experimental Evaluation Results*, Harvard Family Research Project, 2003; Rosa-

76. Formal Youth Service Programs. Youth Service programs consist of an organized period of substantial engagement, where young people are contributing to their local, national, or world community, in exchange for minimal or no monetary contribution to the participant. Assessments of youth service programs have shown that they have provided young participants with benefits, including increased work skills, more career options, advanced educational achievement, increased self-esteem, decreased isolation and a greater sense of civic responsibility.⁶⁵ Examples are provided in Box 5.

Box 5: Examples of Youth Service Programs

- The Jamaica National Youth Service includes a one month residential program which focuses on life skills and job specific training followed by a six month internship in the early childhood education, administration, customer service or micro entrepreneurship. Participants receive a stipend to cover transportation and food costs. Annual participation is more than 1,400 with 60 percent of participants transitioning into either permanent employment or further education compared with 34 percent in a control group.
- In South Africa, the Ground-Breakers service program is engaging more than 1,000 unemployed youth aged 18 to 25 in one year of service to link public health clinics and community centers. The Ground-Breakers have also mobilized more than 5,000 out-of-school and unemployed children aged 12 to 17 to educate peers about the risks of HIV/AIDS.
- Since 1994, more than 47,000 low-income youth in the United States, South Africa, Serbia, Mexico, and Canada have built houses for homeless and low-income families through the *Youth-Build* program, while studying to complete secondary school, learning to be leaders in their communities, and getting support to make positive change. In Mexico, *Jovenes Constructores* is operating a similar program.
- The *Palawan Conservation* in the Philippines has been serving remote communities while simultaneously preserving critical ecosystems on the island. Youth-led projects, involving out-of-school youth, work to reforest areas around communities where erosion and flooding affect livelihoods and food security.
- The *Pakistan National Youth Service* program uses youth service workers to educate women in remote, rural areas and educates more than 1,500 women per year in female adult literacy centers.

Sources: World Bank, Youth Service: A Strategy for Youth and National Development, Youth Development Notes, 2005 and Wendy Cunningham et al, Youth at Risk in Latin America and the Caribbean, World Bank, Washington, D.C., 2008

77. Mentoring Programs For Youth Mentoring is defined as a sustained relationship between a youth and an adult through which the adult offers support, guidance, and assistance to the younger person. Mentors are recruited from various sources including corporate, professional, and religious communities, as well as neighborhood citizens. Research has shown that mentoring relationships can have a positive impact on disadvantaged youth. One of the oldest and most widely studied mentoring programs is the Big Brothers/Big Sisters of America. Mentors have weekly interaction with the youth. Professional caseworkers provide assistance, support, and on-going supervision of all matches. Little Brothers and Little Sisters were less likely than controls to initiate drug or alcohol use; less likely to hit someone; skipped half as many days of school; felt more competent about doing

Maria Torres, What Works in Education: Facing the New Century, International Youth Foundation, Baltimore, 2001; M.A. Gambone, and A.J. Arbretton, Safe havens: The contributions of youth organizations to healthy adolescent development, Public Private Ventures, 1997.

⁶⁵ As reported in Wendy Cunningham, et al, Supporting Youth at Risk: A Policy Toolkit for Middle-Income Countries, World Bank, Washington, D.C., 2008.

schoolwork, skipped fewer classes and showed modest gains in their grades. Other evaluations have produced similar results.⁶⁶

78. Employment Services for Youth. Employment services are designed to make labor markets work better for young people, primarily through job counseling, information on job opportunities, and job search assistance. The *Entra 21* projects help youth make contact with local employers, arrange introductions and interviews, and provide data on vacancies. As discussed above, outcomes have been generally positive.⁶⁷ But, on the other hand, Tanzania's Labor Exchange Center, a counseling and job search program is assessed to have lower impact than similar programs in other countries.⁶⁸

79. Life Skills Training as Part of All Youth At-Risk Interventions. Many at risk youth, especially those with limited education, have deficiencies in key social skills, including self-concept skills (self-control, self-esteem, coping strategies); cognitive skills (decision making, problem solving and critical thinking) and social skills (communication, health, self-care, social interaction, occupational skills and civic skills). Teaching young people like skills can help to delay the onset of drug use, prevent risky sexual behavior, teach anger management, improve academic performance and promote positive social adjustment.⁶⁹ The Make a Connection program, which operates in 25 countries, including Brazil, China, the Russian Federation, and South Africa, and the Philippines, strengthen the connections of young people to their communities, families and peers by developing behavioral skills and self-confidence, motivation, teamwork, conflict management, and critical and creative thinking skills and seem to have a positive effect on employment, school reentry, and community service.⁷⁰

80. Self-Employment Support. Entrepreneurship schemes range from basic training on managerial skills and the creation of business plans, to more comprehensive programs including training in accounting, taxes, sales, internships in local businesses and start-up loans. Ethiopia's Regional Micro and Small Enterprise Programs, Tanzania's FINCA microfinance program and Burkina's ZANU project have high ratings in terms of impact youth employment.⁷¹ Evidence from developing countries indicates that participation is associated with an increase in the probability of having a business operating and in the participants' average incomes. Successful examples include Peru's Formación Empresarial de la Juventud and Calificación de Jóvenes Creadores de Microempresas. In Bangladesh, approximately 10 percent of youth ages 12-14 have benefited from microcredit programs (as compared to 33 percent of all adults). Youth used their loans for similar activities as adults. Loans to youth were granted at similar interest rates to adults, and young people did not experience significantly more problems than those of adults.⁷²

⁶⁶ See for example, Joseph P. Tierney and Jean Baldwin Grossman, *Making a Difference: An Impact Study of Big Brothers Big Sisters*, Joseph P. Public/Private Ventures, 2000; James M. McPartland and Sandra M. Nettles, *Using Community Adults as Advocates or Mentors for At-Risk Middle School Students: A Two-Year Evaluation of Project RAISE*, *American Journal of Education*, 1991, 99(4), pp. 568-586 and G. Cave and J. Quint, *Career Beginnings Impact Evaluation: Findings from a Program for Disadvantaged High School Students*. New York: Manpower Demonstration Research Corporation, 1990.

⁶⁷ World Bank, *Preparing Youth for 21st Century Jobs: Entra 21' Across Latin America and the Caribbean*, Youth Development Notes, Washington, D.C., 2006.

⁶⁸ World Bank, *Youth in Africa's Labor Market*, Washington, D.C., 2006.

⁶⁹ Hahn, Andrew, Tom Leavitt, and Susan Lanspery, "The Importance of Policies in Support of Life Skills Training to Assist Vulnerable Groups of Youth in Latin America and Caribbean Region," Policy paper prepared for the World Bank's Youth at Risk in the Latin America and Caribbean Region: building a Policy Toolkit, Washington D.C., 2006.

⁷⁰ Hahn, Andrew, Susan Lanspery, and Tom Leavitt. 2005. *Documentation of Outcomes in the Philippines Make A Connection Program*. Baltimore, MD: International Youth Foundation and Nokia Corporation.

⁷¹ World Bank, *Youth in Africa's Labor Market*, Washington, D.C., 2006.

⁷² Khandker (2005) as reported in World Bank, *World Development Report*, Washington, D.C., 2007.

Diverting Resources Away from Programs that Do Not Work

- 81.** We now have considerable experience about what doesn't work in reducing youth unemployment, crime and violence (Box 6). It will be important to reallocate resources away from investments in programs that do not work in order to free up resources from ineffective programs can be diverted to more productive resources.

Box 6: Programs that Do Not Help Reduce Youth Violence And Other Risky Behaviors

- “Get tough” strategies
- Gun buybacks
- Zero tolerance or shock programs
- Boot camps
- Residential programs
- Peer counseling
- Peer mediation
- Non-promotion to succeeding grades and early tracking in school
- Traditional publicly funded vocational education courses
- Constructing youth centers
- Abstinence-only programs
- Social casework and individual counseling
- Schemes guaranteeing public sector jobs for educated youth

Sources: Wendy Cunningham et al, Youth at Risk in Latin America and the Caribbean, World Bank, Washington, D.C., 2008; United States Department of Health and Human Services, Youth Violence: Report of the Surgeon General, Washington, D.C., 2001, World Bank, World Development Report, Washington, D.C., 2007.

III.C. The Youth Portfolio in PNG

- 82. Continued dialogue Government, civil society stakeholders and youth will be required to identify the most culturally appropriate and financially feasible programs for PNG from among the programs discussed above.** A meaningful policy response to the challenges of youth in PNG will rests on multiple pillars: helping young people to accumulate human capital (including knowledge, skills and healthy lifestyles); providing out-of-school youth who are not equipped with the basic competencies required for the workplace (literacy, numeracy and life skills) with a second chance, and helping youth to take advantage of work opportunities. Evaluation will be especially important in PNG, because the country's limited resources need to be used efficiently and effectively. Therefore, rigorous monitoring and evaluation should be a part of every program.

IV. Community and Civil Society Organizations in NCD

IV.A. Mapping of Organizations

83. The organizations identified during the Rapid Assessment are presented in a Mapping of Civil Society Organizations in NCD by type of organization and by types of programs offered. (Annex 4). The information contained in the Matrix of Civil Society Organizations was gleaned from directories on civil society organizations, membership lists, background readings, and key informants. There is no question that the mapping exercise is a first stage effort. Completing it would be a useful exercise.

84. For the purposes of this study, civil society organizations (CSOs) are categorized as follows:

- National Organizations
- International Non-Governmental Organizations
- Faith Based Organizations
- Private Sector Organizations

85. Youth groups, women's' groups and other community associations have not been included. The NYC provided a list of over 300 NCD youth groups that registered with the NYC; however, information on these groups (including whether they still exist and the programs they operate) could not be obtained in the time frame of the study and they are not included. Similarly, information on community and women's groups was not available and they are not included in the matrix.

86. Services are categorized into ten program areas known to be important for youth development as follows:

- Health/Healthy Lifestyles
- Second Chance Education
- Job Preparation/Job Search Assistance
- Employment Generation
- Entrepreneurial Development
- Conflict Resolution/Violence Prevention/Intervention
- Sports
- Mentoring
- Media Based Services
- Advocacy
- Other

87. The first important observation is that PNG is characterized by a vibrant civil society. During the Rapid Assessment over 170 civil society organizations that provide services to youth in NCD were identified. Given the time constraints of the study, it was impossible to develop a comprehensive mapping of civil society organizations or to meet with more than few of the organizations. Therefore, the information contained in the matrix should be considered as more illustrative than definitive.

88. Table 4 provides summary information contained in the Matrix of Civil Society Organizations. Many organizations are involved in more than one program areas. The caveats mentioned above apply and the numbers should be considered as indicative.

Table 4: Summary of Mapping of Civil Society Organizations in NCD

	Health/Healthy Lifestyles	Second Chance Education	Job Preparation / Job Search Assistance	Employment Generation	Entrepreneurial Development	Conflict / Violence	Sports	Mentoring	Media Based Services	Advocacy	Other
National Organization (N=106)	83	5	16	1	2	8	6	0	5	7	14
International Organization (N=8)	6	5	5	1	0	9	1	0	1	1	1
Faith Based Organization (N=45)	38	4	6	0	1	4	1	0	0	2	4
Private (N=8)	0	0	0	0	0	0	1	0	2	0	5
	127	14	27	2	3	21	9	0	8	10	24

Source: Compiled by author

89. The following summarizes the mapping exercise:

- There is a heavy concentration of programming in the areas of HIV/AIDS and reproductive health. This is partially a function of the fact that a considerable amount of the names of organizations came from a roster of HIV/AIDS related organizations. However, these findings are consistent with a Pacific Youth Mapping Exercise carried out by the Secretariat of the Pacific.⁷³
- Given the extent of illiteracy and early school leaving, there seem to be surprisingly few CSOs providing literacy and remedial education programs. Although some of the need is met by public sector programs, there seems to be considerable scope for expanding civil society provision.
- There are a number of civil society groups working in Job Preparation/Job Search Assistance; however, the size and scope of these programs mean that they do not even begin to meet current requirements.
- In light of the importance of the informal sector for employment of youth, there are unexpectedly few civil society organizations working on youth entrepreneurial development.
- Similarly, in light of the pervasiveness of violence in NCD, there are surprisingly few conflict resolution and violence prevention intervention with seemingly more emphasis on treating the victims than preventing the abuse
- No mentoring programs for at-risk youth were identified.
- There are a number of innovative media based programs working in areas of HIV/AIDS education, non-violence and other areas of interest to youth, but there appears to be some duplication and considerable scope for realizing synergies and/or economies of scale

⁷³ Secretariat of the Pacific Council, Update on the Pacific Youth Mapping Exercise as of August 1 2007, 2007.

- Sport is the organizing principle for many youth associations and sporting activities are integral to many other civil society programs. There is no question that the full extent of youth engagement in sporting activities is not reflected in the matrix.
- Advocacy programs include programs advocating for human rights of women, children, persons affected by HIV/AIDS and for anti-corruption, but a less clear focus on advocacy for youth
- Other programs include a mix of initiatives, with a number of organizations involved in leadership development or targeted school assistance programs for orphans or other vulnerable groups

IV.B. Administrative and Institutional Arrangements

90. Due to time constraints of the study, it was only possible to meet with 15 CSOs. Annex 5 contains a brief description of the organizations consulted. The purpose of this exercise was to collect information on operation and institutional foundations of selected CSOs. The assessment is limited by the number of agencies visited and also by the limited amount of time spent with agencies; therefore, the information collected from managers and staff of these CSOs is illustrative. However, the issues that emerged support existing knowledge about CSOs as gleaned from project documents and meetings with project managers.

91. CSOs have strong grass roots links and extensive field experience, but rapid assessment indicates gaps administrative and institutional arrangements as follows:

- **Governance** – The larger and more established organizations are formally registered and have governing structure with a Board of Directors actively involved in policy and fund raising. However, many are not registered and do not have boards. Youth serving CSOs would benefit from a vision for the future of the organization accompanied by a strong business plan for expansion and sustainability and an active board involved in strategy, policy and fund raising.
- **Administrative arrangements.** Most CSOs are constrained by a lack of skilled managers, clear organizational structures, human resource policies, job descriptions and resources for training and skills enhancement. Documented policies and procedures are rare and management information systems are rudimentary. Personnel vary from a staff of one with that one staff member responsible for all functions to a staff complement of dozens with each staff assigned specific tasks.
- **Financial management.** All of the civil society organizations visited had some form of bookkeeping system, but only the larger and more established organizations (primarily those that have received donor support) have dedicated financial management staff. Many lack financial management expertise and transparent financial reporting (including audited financial statements) that conform to international standards. Some national CSOs are donor dependent and financial sustainability remains an issue for national CSOs.
- **Monitoring and evaluation systems.** Monitoring and evaluation systems are notably absent. Most CSOs do not have clearly established objectives, clearly stated expected results, or systems for monitoring and evaluation the achievement of either. As a result, decision making occurs without sound empirical information on what works and what doesn't work.
- **Quality and reach of services.** Case management procedures are not clearly established and adherence to best practices is sometimes questionable. Organizations do not have sufficient opportunity to share knowledge (from PNG and from abroad) on best practices for youth

programs. Most programs provide their services in isolation and do not realize synergies that could potentially expand reach and improve overall quality.

IV.C. What Role for Civil Society?

- 92. Successful CSOs in NCD (including youth serving organizations and youth organizations) are often person driven and dynamic leadership is probably the most significant factor in determining the success of CSOs.** However, several of the longer standing CSOs, reached a critical takeoff point where systems were established. Some of this was driven by the requirements for donor funding. Having these systems has made it easier to obtain additional donor support, which helps to keep programs going and growing.
- 93. CSOs typically operate without monitoring and evaluation systems.** This reduces accountability but also means that the ability to innovate – which is the strength of CSOs – is not evidence based. Good monitoring and sound evaluation would allow CSOs to adapt programs based on evidence and to better advocates for their respective constituencies.
- 94. Youth serving CSOs and youth organizations typically working in isolation and there is a need for better networking of youth serving organizations.** This would enable organizations to join forces and realize synergies and to provide a forum for exchange of ideas and discussion of best practices.
- 95. Intermediary support to youth serving and youth organizations is needed to strengthen their institutional capacity.** The benefits and feasibility of contracting a consultant NGO to work with local NGOs to implement capacity building exercises should be explored. This would involve a comprehensive program review to improve quality and expand the range and reach of services, capacity building around administration, design and implementation of services for youth, outreach, program structuring, and strategies to increase financial resources and membership base. CSO participation in these upgrading exercises could be considered as a requirement for funding.
- 96. Many donor funded projects rely on civil society implementation.** It will be important to ensure that the proposed World Bank project does not exceed the absorptive capacity of civil society organizations. At the same time, it is important to note that the capacity of CSOs varies greatly and not all CSOs are appropriate candidates for funding.
- 97. It will be important to consider the different ways in which CSOs (including youth serving organizations and youth organizations) could participate in a World Bank funded youth empowerment project.** CSOs could be involved to:
- Provide inputs during project design
 - Participate in project governance
 - Implement grant funded subprojects
 - Transmit information to communities, particularly young people in these communities

V. Programs for Youth in Port Moresby

V.A. National Youth Commission 2008/09 Annual Work Plan

98. The National Youth Policy contains nine key policy directions:

1. Improving the quality of life for young people to alleviate poverty;
2. Accessing integrated education to address illiteracy and school dropouts;
3. Nurturing sustainable livelihoods for youth;
4. Promoting healthy lifestyles to address health related issues including the HIV/AIDS among youth and promote sports development;
5. Building stronger communities that involve young people as partners;
6. Strengthening institutional capacity to promote youth development;
7. Promoting youth and their identity through languages, culture and traditions;
8. Conducting research and data collection on youth; and
9. Promoting youth participation in law and justice programs.

99. The Functions and responsibilities of the National Youth Commission (NYC) are:

1. Coordinate policy development on youth matters;
2. Provide policy advice to National, Provincial and LLG's on government matters pertaining to youth;
3. Identify and provide training opportunities for both youth workers as well as the general youth population;
4. Facilitate efficient research on youth issues;
5. Provide technical specialists to provincial and LLG's;
6. Establish standards and reinforce and monitor the level of youth service across all sectors;
7. Develop curricula and materials on youth development work
8. Monitor youth development plans at all levels; and
9. Provide opportunities for youth participation at regional and international levels as well as aid activities within the country at all levels.

100. The strategies identified in the NYC Annual Work Plan are as follows:

1. Encouraging youth participation at national and international levels
2. Improved networking with stakeholders
3. Provide assistance to Provincial and LLG and other youth organizations
4. Income generation activities for NYC
5. Good governance
6. Improve financial management systems
7. Improve human resource capacity of NYC

101. An analysis of the National Youth Commission 2008/09 Annual Work Plan against the National Youth Policy (Annex 6) highlights the following concerns:

1. The Action Plan does not fully reflect objectives and goals of the Policy or the functions and responsibilities of the NYC. Critical areas of the policy that would have impact on lives of young people (e.g., Goals 1 -4) are not reflected in the Action Plan. While it is understood that the role

of the NYC is policy coordination not implementation, it will still be important for the NYC to focus on coordination of program development and standards setting.

2. Evaluating the performance of the NYC against its work plan would be difficult since performance indicators frequently relate to inputs not outputs; e.g., registration of participants or start of fundraising
3. Outcome indicators relate to intermediate activities, not outcomes of activities; e.g., training needs identified, conducting meetings, making reservations, award committee formed, support funds for course facilitation received, formation of NYC review committee, organize meeting, etc.
4. Performance indicators typically are not measurable; e.g., stakeholders share resources and information, inform partners, understanding created, submission technically sound for presentation, review NYC Act, etc.
5. A number of activities for 2008/09 have completion dates for 2006 and 2007.

V.B. Other Initiatives for Youth

Donor Funded Initiatives

102. Given the understanding that the proposed project would not focus on general education, general health reform or HIV/AIDS prevention and treatment, and as a result of the time constraints of the study, this review focuses on initiatives related to other areas of concern for youth: labor market insertion, second chance education, law and justice, and governance. Information on selected donor funded programs that impact on youth is presented in Annex 7. Donor funded projects reviewed included initiatives related to skills training, adult education and literacy, law and justice, and projects that support youth serving CSOs. Education and health projects are not included.

103. The review of these donor funded programs highlights a number of completed initiatives which could provide a foundation on which to build:

- Establishment of a Skills Training Resource Unit and competency based skill training materials;
- Establishment of Skills Training Trust Fund through which funds for training could be channeled
- Establishment of an education management information system for literacy initiatives
- Development of a literacy training tool kit
- Prior capacity building of civil society organizations
- Established links between skills training providers and the private sector to provide on the job learning opportunities

104. Lessons learned from these donor funded projects are that:

- Capacity constraints in CSOs, especially related to management of project funds, can hamper implementation. Training for financial management and continuous monitoring of financial management systems is required. Capacity building of civil society organizations needs to be an integral part of any program in which they are involved.
- Small-scale sub-projects are not simple to administer and they carry high transactions costs and are a challenging to manage without significant levels of technical and advisory input. There is a case for reviewing the number and size of projects that can economically be properly designed and monitored in such a scheme.

- National government suffers from capacity constraints and corruption concerns. This suggests that programs should have strong local management; however, the capacity constraints of the National Capital District Commission may limit its ability to serve as an implementing agency.
- Due to these capacity constraints, it may be necessary to establish a project implementation unit

Government Initiatives

105. In addition, to the ongoing government programs in the areas of education, training, literacy, health, HIV/AIDS and criminal justice, the following Government initiatives also contribute to youth development:

- **Yumi Lukautim Mosbi (YLM):** YLM was supported under the AusAid funded Law and Justice Sector Project. In 2006, funding for YLM was equal to K421,800 for the period January to July with 76 percent of funding allocated to recording and publicity costs. The objective of YLM was to fund activities aimed at improving urban service delivery and raising community awareness and moral and to reduce crime victimization. Project activities focused on improving service delivery and removing perceived corruption by getting rid of previous street cleaning contracts. Part of the program involved dropping some of the NCDC cleaning contracts and allocating them to community groups involving youth and women. Other activities for 2008 include: YLM community engagement and crime reduction /safety enhancement activities; YLM sports and youth engagement; YLM awareness of urban safety and cross cutting issues; Yumi Lukautim Projek - Transport SAFE; YLM reintegration and skills development for offenders; YLM partnership with City Mission Haus Ruth to increase capacity of dealing with women and children in immediate danger from family and sexual violence; YLM Women's Crisis Counselor partnership with City Mission to increase front line response to women and children in immediate danger and crisis; YLM Meri SEIF Ples, a 'safe zone' for all women and children; YLM Famli SEIF Line to evacuate victims of family and sexual violence. YLM offers skills development to all victims of family and sexual violence to enhance income generation capabilities.
- **National Volunteer Service (NVS):** The NVS was established in 1990 to provide volunteers to work in public service positions. The NVS recruits about 30 volunteers per year (out a pool of 500 applicants), provides pre-service residential training and places volunteers in 14 out of 20 provinces. Volunteers are between the ages of 24 and 65 (average =30), with approximately 40 percent female. Volunteers serve for 6 to 24 months and receive a stipend of K400/month plus room and board provided by communities. The NVS employs 16 full time staff and 2 short term contract worker.

V.C. Gap Analysis and Relevant Service Delivery Mechanisms

106. This Rapid Assessment points to the following gaps:

1. There is considerable government and donor commitment to stemming the flow of youth at risk through education and health sector reforms; however, there has been much less commitment to addressing youth already at risk, most of whom are poor and many of whom left school without the basic competencies required for the workplace;
2. Civil society activities are heavily focused on reproductive health and HIV/AIDS programming, with significant gaps with respect to labor market insertion programs for youth at risk;
3. Initiatives for youth typically operate as single service providers; e.g., skills training or literacy training or health promotion. However, international experience suggests that youth

- programs are most effective when they provide a bundle of services that includes second chance education, skills training, life skills, on-the-job learning and job search assistance;
4. Existing labor market programs are typically supply driven and not adequately responsive to the demands of the labor market; and
 5. Civil society has moved in to fill a gap in provision of service to especially vulnerable youth; however, organizations are constrained by thin capacity and typically work in isolation. They do not benefit from networking or exposure to best practices. These organizations could benefit from capacity building to strengthen administration, program content and networking.

107. This gap analysis suggests that strategic entry points for the Urban Youth Empowerment Project where the Bank could add most value would be:

- (i) Addressing the gap in provision of labor market insertion programs for youth at risk by providing support for innovative programs that focus on helping youth to become economically active in areas relevant to the economy
- (ii) Funding selected civil society programs for and by youth to reach a greater number of particularly at-risk youth
- (iii) Strengthening the capacity of government and civil society to deliver services for youth

108. Operational support could be channeled via one or more of the following service delivery models:

- **Innovative Youth Job Training** that includes support for private and CSO provision of packages of services comprised of skills training; on-the-job learning; entrepreneurship and self-employment training; intermediary services such as job counseling, intermediary services; and opportunities for second chance education for young people who did not complete their education. This model could build on the multiple existing public, private and NGO partnerships, especially the Ginigoda Bisnis Development Foundation programs, but should introduce stronger links to the labor market and a more complete package of services.
- **National Youth Service** that includes support for skills training, life skills, second chance education and on the service learning opportunities provided through public and civil society organizations and in areas that provide social benefits such as simple infrastructure rehabilitation and maintenance; cleaning and upgrading of public spaces; tree planting and other conservation and/or tourism related activities; literacy training; early childhood and primary education teacher aides, administrative and program assistance to CSOs, etc. The Yumi Lukautim Mosbi program and the National Volunteer Service provide a base on which to develop a National Youth Service. Participants would receive a small stipend and this would serve to inject some cash into the hands of unemployed youth in Port Moresby.
- **Civil Society Grants Program** with grants awarded on a competitive basis to youth service organizations and/or to organizations run by youth for youth. A menu of services that includes a range of targeted interventions for high risk groups could be supported; however, the critical element in the selection of grantees should be that they rely on international best practices in their design and implementation. This approach could build on the experience of Tingkim Yut Kompetisen and other small grant programs in PNG. However, multiple international agencies provide funding for CSOs and it would be important to ensure that a grant facility does not overwhelm the absorptive capacity of civil society. Assistance with proposal preparation would be required to ensure broad participation of civil society organizations. In addition, continued capacity building for CSOs would be important and consideration should be given to requiring participation in capacity building as a requirement of funding.

- 109. Whatever the program design, it will be essential to incorporate support for a public information campaign in a World Bank Project.** This would be important to ensure that youth from all communities know about programs and how to apply. This will promote inclusiveness, but will also help to circumvent concerns about inequities in access by individual ethnic, settlement, village or other group.

Annexes

Annex 1: Persons Consulted

National Youth Commission

Johnson Hebe, Commissioner
Robby Duri
Chris Usuka

Department of Community Development

Tom Meren, Community Development Officer

Department of Education

Madako Suari, Manager Donor Coordination and Liaison Unit
Michael Peter, Statistics, Policy, Planning and Research Unit

National Volunteer Service

Mark Mundia, Executive Director
Ernesto Ortega, Program Director

Department of Labor

Maria Lovaka, First Assistant Secretary

National Capital District Commission

Angela Mageto, Regulatory Services Department Director
Rabura Aiga, NCDC YLM Coordinator

National Panning

Joe Mongui

National Research Institute

Fiona Hukula
Ester Labu
Musawe Sinebare

PNG/Australia Law and Justice Sector Program

Steve Simms, Law & Justice Development Practitioner

Institute of National Affairs

Kenson Kiopa
Alois Gaglu
Ume Wainette
Angus Ali
Marjorie Andrew

University of PNG

George Wrondimi, Lecturer

City Mission

Mike Field, General Manager
Felis Meraudje
Nawi Nano

City Mission 8 Mile Site

Kevin
Nawi Nano

Oxfam International

Ruby Kenny, Youth Program Officer

Anglicare StopAids PNG

Goretti Masike, EPA Program

Salvation Army

Leanne Ruthven, Major

Leadership PNG, Inc.

Rhoda Moses, Executive Officer

National Council of Women

Lily Tua, General Secretary
Theresa Jaintong, National Treasurer

PNG Sports Federation & Olympic Committee

John Dawanincura, Secretary General

Port Moresby Chamber of Commerce

David Conn, Chief Executive Officer

Media Council

Mary Carlua, Activities Coordinator
Nemo Kama

Youth Against Corruption

John Glynn, Founder
Angus Ali

Foundation for Women and Children at Risk

John Glynn, Founder

Ginigoada Bisnis Development Foundation

Gabriel Iso, Foundation Manager
Mary Pohei

Hohola Youth Development Center

Brother Leo Scollen, Director
Mr. Baihim, Curriculum Coordinator
Ms. Frangi, Senior Teach

Poro Support

Nice Evera, Trainer/Counsellor
Jason Lavare, Area Coordinator
Janet Killei, Area Coordinator

PNG Transformation Student and Youth Association

Robert Yori, President
Jessie, Logo, Secretary

UNICEF

Regina Kagl, Assistant Project officer

European Union

Roberto Cecutti

Asian Development Bank

Rodney Kamaeta

UNDP

Tony Cameron
Gwen Maru, Program Analyst
Margaret Lokoloko, Program Analyst
Wesley Aruga
Menita Negros
Tna Api

JICA

Yusuke Kitamura, Assistant Resident Representative
John Kol, Project Manager, Integrated Community Development Project (ICDC).

AusAid

Charlotee Smith, First Secretary

Focus Group with Youth Leaders**Central Youth Representative**

Paul Amena

Yu Tok

Joseph Pahua
Stanely David Shaiongu
Wilfred Amai

Youth 21 Association

Vickie Memebrene
Bamabas Lavapo

Motu Koita Youth Team

Ben Maraba

9-Mile Youth

Francesca Yavaso

CDC Sekila

Jacklyn Rau

Morata Theater Group

Donald Bukenie

MRLDPBI Team

Max Gabutu

Youth Against Corruption

Angus Ali

Stones TaeKwondo Academy

Robert Dlu

Jack Vaburi

Youth Against Corruption

Angus Ali

Focus Group in Communities

Savaka Settlement

Vadavada Settlement

Morata Settlement

Focus Group with Residents of City Mission Farm

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Annex 3: Terms of Reference

Consultant Services to Undertake a Rapid Youth Assessment in Port Moresby, Papua New Guinea

Background

1. The Government of Papua New Guinea (GoPNG) has requested the World Bank's support to develop an Urban Youth Development Project in the National Capital District of Port Moresby. The broad objectives of the project are to (a) address some of the underlying social issues affecting urban youth (marginalization, disillusionment, risky behaviors, involvement in violence and criminal activities); and (b) to identify ways to increase the participation and contribution of youth and urban communities in Port Moresby to local development activities. Details of the project concept and design elements will be jointly determined with GoPNG during the Identification Mission planned for July 14-24, 2008. As an input into the Project Concept Note, the Bank will hire a consultant to conduct a rapid assessment of urban youth challenges in Port Moresby. The consultant will be required to spend a minimum of 21 days in Port Moresby.

Context

2. PNG youth, under 20 years of age constitute almost half of its 6.26 million population and represents a disproportionate part of its urban and rural poor. About 40% of Papua New Guineans over 14 years of age, including 49% of women, have never attended school. Educational opportunities even at the most elementary levels are extremely scarce. School attendance records show that less than 3% of young people between the ages of 12-25 are currently enrolled in school. For the minority that has received education, this mostly has consisted of a brief period of schooling equal to no more than the level of grade six. At secondary levels, enrollment rates are the lowest of any country in the Asia Pacific region and only slightly higher than Afghanistan for females. The low attendance rates cannot only be attributed to the limited number of educational facilities but are also due to a combination of economic reasons or students not being able to meet the basic academic requirements.

3. Economic progress has been further hampered by the isolation of communities, a lack of infrastructure, particularly transport systems and the persistence of conservative traditional customs and social orders. However, the real cause of underdevelopment is the economic model adopted, which is based on a relatively small urban-based modern sector supported by the export of raw materials, while most of the rural population remains peripheral to the modern economy and receives little benefit. Therefore, while about 3 million citizens are of working age, only around 270,000 are employed in formal wage labor.

4. Many young people leave their villages in search of jobs in urban areas only to find that urban job markets are highly competitive and they lack the skills to perform the jobs that are needed. Given that formal employment has increased by only 1.5% since 1996, the vast majority depend on the informal sector for their livelihoods. However, informal economic opportunities are also scarce. ILO estimates that around 40,000 students leave the education system each year, plus at least 10,000, who did not go through the education system at all, reach working age and look to enter the workforce. However, the absorptive capacity of the economy is only about 5,000 per year and most of the 45,000 young people who are not absorbed immediately do not have the necessary qualifications. Moreover, as the absolute population size increases (currently around 3% year), so will the working age cohort.

5. Although the majority of the population live in rural areas, migration to the urban areas has been so rapid that national and local governments have been unable to neither provide the necessary basic infrastructure and services such as roads, water supply and sanitation nor set up the systems to enable people to provide some of these services themselves. Most urban migrants and even the majority of the local indigenous population live in overcrowded conditions in squatter settlements and slums. An analysis of the 2000 Census figures shows that out of the total population of 254,168 people in the National Capital District (NCD), there were 93,487 persons living in formal and informal settlements and slums. However this figure is estimated to have substantially increased with the influx of migrants over the past five years. While households in urban settlements exhibit significantly lower levels of wage employment and human development outcomes compared to those in formal housing, they do not constitute a homogeneous category. The types of settlements range from dwellings on illegally occupied unused pieces of land, to informal areas which have been set aside for people to build their own housing in a planned or sometimes makeshift fashion. Households often have at their core two or more nuclear families and with memberships usually spanning three generations. They are also comprised of different communities with different origins, religions, cultural outlooks and living standards.

6. Rapid growth, insecurity, poor living conditions and a breakdown of the family unit and erosion of traditional systems of social support, such as the “wantok” system (generic local term for kin or close friend to whom a person is mutually obligated) have caused tensions between different communities, landowners and urban authorities as well as a break down in law and order. Amongst some of the negative social impacts affecting young people in the urban context are poverty, high rates of illiteracy, drug and alcohol abuse, crime and delinquency, gender disparity, family violence exposure to HIV/AIDs and other sexually transmitted diseases and teenage pregnancies.

7. This sense of disenfranchisement amongst youth has led to frustration, apathy and disengagement from society. In many urban areas, the streets are full of young people walking aimlessly, and despite their demographic importance, their political voice is negligible. Unfulfilled expectations have also what has become the most publicized social problem in PNG – criminal youth gangs (better known as “Raskol” gangs). In Port Moresby, it is estimated that some 69% of the unemployed men are known to be living through crime. Over the years, raskol activities have evolved from opportunistic incidents of small scale theft to more organized criminal activity. Armed robbery, high-way hold ups, murder, rape and drug dealing are endemic in the urban areas. More recently, raskols have become increasingly politicized and are hired to provide security but also to participate in crime and violence.

8. It is in this context that youth unemployment and its inter-related social problems are identified as a major source of instability and conflict in PNG; and there is an increasing awareness amongst development partners of the urgency of addressing the socio-economic challenges confronting PNG’s youth.

Scope of Work

9. The study will begin to inform the project by focusing on the following four areas:

- (a) An assessment of the root causes of youth unemployment and conflict as well as a survey of the high social diversity in urban areas (particularly in relation to urban settler livelihoods, informal economic activities and the social organization and identity factors that underlie them). The assessment should also establish relevant baseline indicators and define and distinguish between the different high-risk groups, which would be used to inform the project’s beneficiary targeting.
- (b) A mapping of the high levels of diversification of local-level community and civil society organizations operating in the urban sector and an appraisal of the types of programs/projects they

manage as well as the institutional foundations that support them. The study should account for their success and failures in an attempt to extract a set of lessons learned while also identifying any structural, institutional and systemic constraints that need to be addressed. In addition, the assessment should also include a “gap analysis” which would (i) assist in justifying a Bank-led intervention; (ii) identify potential entry points for the Bank, and (iii) assess active operations where the Bank could add value and/or provide additional strategic and operational support.

- (c) A literature review of global best practice and lessons learned; drawing on successful youth projects undertaken elsewhere.
- (d) A brief review of the GoPNG’s annual work plan for 2008-09, relevant service delivery mechanisms and major programmatic initiatives that have been supported in the last 5 years.

Components (a) and (b) will require a combination of in-field consultations as well as desk-top literature reviews. Components (c) and (d) can begin prior to the mission.

Methodology

10. The consultant will:

- Garner existing data, literature reviews and/or analysis on youth-related programs and activities, both in Port Moresby and in similar urban centers/country contexts elsewhere.
- Consult with key government officials, youth groups, donors, local NGOs and CSOs and community representatives engaged in and/or interested in youth related activities.
- Coordinate closely with the project team, country office as well as other local consultants supporting the project.

Outputs

11. The following outputs should be produced:

- A brief work plan and timeline for completing the four tasks (1 page).
- A short briefing outlining progress (1-2 pages), which would be discussed upon the mission’s arrival and literature review (5-8 pages) on global best practice. The latter will be used during the Identification Mission to engage Government.
- A draft analytical report which includes all findings and recommendations on how the findings could be integrated into the design of a Bank-supported project (15-20 pages).
- A custom presentation and dissemination of the final report and relevant supporting documentation to potential stakeholders and development partners at a subsequent workshop to be organized by the project team.

Tentative Timetable

Work plan and schedule agreed	May, 2008
Brief progress report and literature review on global best practice	Mid June
Draft report completed	End July, 2008
Final report completed	Early August, 2008
Custom presentation and collation of supporting documentation and relevant data completed	Mid August, 2008

Qualifications

The following qualifications are required:

- Advanced university degree (MA or PhD) in social sciences or related field.
- Proven experience in working on community development issues in any of the Pacific Island Countries and/or other similar country contexts.
- Experience working closely with donors and government on development issues.
- Proven capacity in summarizing policy and program documents and recommendations.
- Excellent English writing and communication skills.

Schedule, Payment, Budget and Reporting

The estimated length of this contract is 40 days; starting from July 1 through to August 31, 2008. The consultant's rate will be in the amount of \$550 net. This contract will be financed by PE-P111944-LEN-BB. The consultant will report to the project's Task Team Leader.

Contact

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Annex 4: Mapping of Civil Society Organizations in NCD

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
NATIONAL ORGANIZATIONS											
AIOP Hillside Community Group											Community projects
Anglicare StopAIDs	HIV/AIDS Care & Counseling, Health Education, Condom Distribution, School Based Reproductive Health Education, Training of Teachers for Health Education	Literacy Training	Vocational Training, Life Skills						Produce DVDs on health issues		
Child Fund	Health care in communities										
Foundation For People and Community Development		Literacy Training	On-the-job training in Eco-forestry	Work on conservation projects					Community Theatre		
Foundation for Women and Children at Risk										Advocacy for abandoned, orphaned, neglected children	Provide financing to communities to send abandoned, orphaned, neglected girls up to age 20 to school Support to establish day care centers

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneurial Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Ginigoada Bisnis Development Foundation			Skill training, life skills, on- the-job training		Microenterpri se Training						
Individual Community Rights Advocacy Forum						Center for victims of domestic Violence				Advocacy for Women, Children, Human Rights, Land Ownership	Legal aid services
Leadership PNG, Inc.											Leadership development for employed youth 23 – 40
Lifeline PNG						Center for victims of domestic Violence					
Media Council (Media for Development with funding from AusAID)									Grants to NGOs, youth groups, government agencies, etc. to develop media programs on health, education, HIV/AID, violence prevention, environment, corruption, governance		
Melanesia Peace Foundation						Awareness and project work on crime prevention and violence reduction					
National Council of Women			Skills training for Women							Advocacy for Women's Rights	

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Pacific Youth Council											Awareness raising on youth issues, including HIV/AIDS, unemployme nt, violence
PNG Youth Movement LTD (Allied Youth College)			Skills training				Martial Arts Training				Youth rehabilitation programs
People Against child Exploitation						Counseling and refuge to abused women and children					Awareness training on Child Abuse and commercial sexual exploitation of children
Poro Supot Group	HIV/AIDS and sexual health services, testing, treatment, counseling for commercial sex workers and MSM, drop in center										
Prison Fellowship			Basic skills for prisoners and ex- prisoners								Counseling services to prisoners and ex-prisoners
Youth Against Corruption										Anti- corruption and crime messages for youth	
The Voice											
PNG Family Health											

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Melanesian Peace Foundation											
PNG Transformatio n Student and Youth Association	HIV/AIDS and substance abuse peer education training					Deliver messages about non- violence				Advocacy for	
Igat Hope	HIV/AIDS awareness, peer education, IEC										
Friends Foundation	HIV/AIDS care & counseling, awareness condom distribution, peer education, PPTCT and AIDS orphans										
Tosagu HIV/AIDS Group	HIV/AIDS care & counseling, awareness for sex workers, condom distribution, peer education, home based care										
Ace/Iru- Namana	HIV/AIDS Care & Counseling, condom distribution, peer education, home based care										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Agape Inter-Denominational Ministry	Awareness raising for HIV/AIDS										
AIDS Holistics	HIV/AIDS Care & Counseling,										
Barn House Ltd	HIV/AIDS Care & Counseling, home based care, youth intervention programs										
Beacon AIDS Foundation	HIV/AIDS Awareness Raising, youth intervention programs, condom distribution, peer education program, IEC										
Binasoa People Foundation	HIV/AIDS care & counseling, awareness for sex workers, behavior change, theatre/drama for youth awareness										
Bisana Education and Development Association	HIV/AIDS awareness, peer education, IEC, youth awareness										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Body Wise Counseling and Guidance	HIV/AIDS awareness, peer education, IEC, youth awareness										
Burning Bush Group	HIV/AIDS awareness,					Family sexual violence action					
Center 2000 – Hohola Community College	HIV/AIDS awareness, peer education, IEC, youth awareness	Remedial education for school leavers grades 7-9	Training for school leavers grades 7-9								
Child Fund PNG	HIV/AIDS care & counseling, peer education, condom distribution, awareness, behavior change, theatre/drama for youth awareness										
City Storms	HIV/AIDS awareness, peer education						Youth development through sports				
Conservation Melanesia Inc.	Distribution of contours, peer education, IEC										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Cynet PNG	HIV/AIDS care & counseling, awareness for sex workers, condom distribution, peer education, IEC										
Friends Foundation	Services for PMTCT of HIV/AIDS										
Ginden Women's Club	HIV/AIDS awareness, behavior change, IEC, home based care										
Ginigoada Bisnis Development Foundation	HIV/AIDS awareness, condom distribution		Vocational and Life skills training, informal apprenticeshi ps								
Hope Fellowship	HIV/AIDS awareness										
Hope for Living	HIV/AIDS awareness, care & counseling, condom distribution, home based care, drop in center										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Human Sustainability Foundation	HIV/AIDS awareness, care & counseling, condom distribution, behavior change, IEC, research and data collection										
Humanity Foundation	HIV/AIDS awareness, care & counseling, condom distribution, behavior change, IEC for sex workers										
Individual and Community Rights Advocacy	HIV/AIDS counseling, awareness, condom distribution									Advocacy for individual and community rights	
Irpir Wives Association	HIV/AIDS awareness, condom distribution, behavior change, IEC										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Kairuku Community Development Association	HIV/AIDS awareness, care & counseling, condom distribution, behavior change, peer education, IEC for sex workers, theatre/ drama, research/ data collection										
Kina Community TLC Center	HIV/AIDS care & counseling, awareness, condom distribution, behavior change						Sports activities				
Kirokai Theatre Group	HIV/AIDS awareness, condom distribution, theater/drama										
KoveTheatre Consultant	HIV/AIDS awareness, care & counseling, IEC for sex workers, theatre/ drama, home based care, TB DOTS Program										
Lifeline PNG	HIV/AIDS awareness, IEC										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneurial Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Mari Stopes	HIV/AIDS and STD care & counseling, awareness, reproductive health, family planning, condom distribution, behavior change, IEC										
Millennium Good Governance Organization	HIV/AIDS awareness, peer education, IEC, research/ data collection										
Momogon Association	HIV/AIDS and STD care & counseling, awareness, condom distribution, behavior change, IEC, , theatre/ drama, drop in center	Education									Rehabilitation
Morata Awareness Theatre Group	HIV/AIDS awareness, condom distribution, peer education, IEC, theatre/ drama,										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Morata Womens Association	HIV/AIDS awareness, condom distribution, peer education, IEC, theatre/ drama, home based care										
Moresby South Community Development Committees			Hosts Ginigoada Training								
Mother and Child Support Center	HIV/AIDS awareness, condom distribution, behavior change, peer education, IEC for single, divorced, widowed mothers										
Motu Koita HIV/AIDS Foundation	HIV/AIDS awareness, condom distribution, IEC for sex workers, home based care										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Natives of Morata Youth Development	HIV/AIDS care & counseling, awareness, condom distribution, peer education, behavior change, IEC, behavior change, theatre/ drama, research/data collection		Skills training								
NDC Children's Foundation	HIV/AIDS care & counseling, awareness, condom distribution, peer education, behavior change, IEC, home based care, research/ data collection										
Neighborhood Awareness Group	HIV/AIDS awareness, theatre/ drama, research/data collection										
Newman HIV/AIDS Group	HIV/AIDS care & counseling, awareness, condom distribution, peer education,										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Nine Mile Association	HIV/AIDS care & counseling, awareness, condom distribution, peer education, behavior change for sex workers										
Nuigini Dream Ltd.	HIV/AIDS awareness, IEC, theatre/ drama										
Oala Alivea Chiefs Association	HIV/AIDS awareness		Informal skills training			Community policing	Sports activities				
Port Moresby Farmer Training Center			Agricultural skills training								
PNG AIDS Federation	HIV/AIDS care and counseling for commercial sex workers and MSM, drop in center										
PNG Counseling and Care	HIV/AIDS care and counseling										
PNG Women's Foundation	HIV/AIDS care & counseling, awareness, IEC, behavior change, home based care for sex workers										Orphans and underprivileg ed children

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Paradise Alert PNG	HIV/AIDS awareness, condom distribution, peer education, IEC, research/data collection										
PNG Homeless	HIV/AIDS care & counseling, awareness, condom distribution, peer education, behavior change, home based care for sex workers										Support to AIDS orphans
PNG Life Saving Protection LTD	HIV/AIDS awareness										
PNG Melanesian Peoples Forum	HIV/AIDS care & counseling, awareness, IEC										
PNG Violence HIV/AIDS Free Network	HIV/AIDS care & counseling, awareness, condom distribution, peer education, behavior change, MSM										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
PNG Youth Care	HIV/AIDS care & counseling, awareness, condom distribution, peer education, research/ data collection		Skills Training								Leadership Training
Poreporena United Cares	HIV/AIDS care & counseling, awareness, condom distribution, peer education, IEC, home based care										
Rabiagine Art & Music Group	HIV/AIDS care & counseling, awareness, condom distribution, peer education, IEC, home based care, behavior change										
Ranugari Sports Association	HIV/AIDS awareness, condom distribution, peer education, IEC research/ data collection						Sports programs				

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Revival Mothers Group	HIV/AIDS care & counseling, awareness, peer education, IEC, theatre/drama , drop in center, home based care, behavior change										
SAFA Community Association	HIV/AIDS and substance abuse care & counseling, awareness, condom distribution, peer education, IEC, home based care, drop-in center										
Six-Mile Literacy Program	HIV/AIDS care & counseling, awareness, condom distribution, peer education, IEC, home based care	Literacy training									
SLADS Sustainable & Livelihood Approach	HIV/AIDS awareness, condom distribution, behavior change, IEC research/ data collection										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneurial Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Sports Foundation	Training of peer educators for HIV/AIDS awareness and prevention						Provides support to sporting groups to help youth prepare for and compete in Olympic and non- Olympic sports				
Sumatin Education Services	HIV/AIDS awareness, theatre/ drama, research/data collection										
Susu Mamas	HIV/AIDS awareness, PMTCT										
Taikone Lokea Women Fellowship	HIV/AIDS awareness										
Tainya Dawari HIV/AIDS Ginuma Group	HIV/AIDS awareness, condom distribution, peer education, research/ data collection										
Tembara Children Care Center	HIV/AIDS care & counseling, awareness, condom distribution, behavior change, theatre/drama , IEC, home based care					Prevention of domestic violence				Children and Women's Rights	

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
The Melanesian Way	HIV/AIDS care & counseling, awareness, condom distribution, peer education, IEC, research/data collection										
Tribal Violence Artslink	HIV/AIDS awareness, IEC, theatre/drama , research/data collection										
Tufi HIV/AIDS Support Center	HIV/AIDS care & counseling, awareness, condom distribution, IEC, research/ data collection										
Turana People Helping People	HIV/AIDS awareness, condom distribution, peer education, research/data collection		Life skills training								
Tuvira Trading	HIV/AIDS care & counseling, awareness, behavior change, theatre/drama , home based care										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneurial Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Uhudahu Community HIV/AIDS Support Group	HIV/AIDS care & counseling, awareness, peer education, IEC, behavior change, theatre/drama , home based care										
Wakawa Performing Arts Troupe	HIV/AIDS awareness, theatre/drama , condom distribution, peer education, IEC										
Wantok Radio Light	HIV/AIDS IEC, behavior change								Radio programs		
Ward 6 HIV/AIDS Team	HIV/AIDS awareness, theatre/drama , condom distribution, peer education for sex workers										
Ward 7 Sustainable Group	HIV/AIDS awareness, condom distribution, peer education for sex workers, IEC, behavior change, IEC, behavior change, research/data collection										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Yandimi Furengi HIV/AIDS Care Group	HIV/AIDS care & counseling, awareness, condom distribution, peer education for home based care, drop-in center										
Young Girls Association											Empowering young girls
Youth for Sustainability			Skills training in agriculture, animal husbandry, eco-tourism, and other skills training		Small business management services						
Yu Tok	HIV/AIDS awareness, theatre/drama , IEC, research/ data collection		Training in computing, life skills and multi-media						Multi-media programming, primarily radio		Research on youth issues
INTERNATIONAL NON-GOVERNMENT ORGANIZATIONS											
Girl Guides		Non-formal education	Life skills				Sports and recreation				Leadership training
Hope Worldwide	HIV/AIDS awareness, testing, treatment, counseling for commercial sex workers and MSM, drop in center, IEC, diabetes research	Non-formal education		Urban Agriculture							School sponsorship, Library/IT program

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Oxfam International											Leadership training for 15 PNG youth as part of global youth leadership program
Red Cross	Health and first aid; community drama for awareness raising, youth camps										
World Vision PNG	Primary health, child survival, HIV/AIDS care & counseling, awareness, condom distribution, peer education for sex workers, IEC, home based care	Adult literacy	Skills training								Street children rehabilitation, Leadership development

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
World Vision Pacific Development Group	HIV/AIDS care & counseling, awareness, condom distribution, peer education, behavior change for sex workers and MSM, IEC, home based care, drop in center, research/data collection		Business skills for women and youth								Assistance to OVCs
YWCA	Community, health promotion, HIV/AIDS awareness, peer education, behavior change for sex workers and youth, IEC, home based care	Adult education and literacy programs in communities Literacy training for female prisoners	Skills training for female prisoners			Awareness and counseling to reduce domestic violence			Radio show on reproductive health, development and family violence	Human Rights Advocacy	Leadership development, Refugee work, environmenta l awareness, Rehabilitation for female prisoners, child care
Salvation Army	HIV/AIDS care & counseling, awareness, IEC, for commercial sex workers and MSM, home based care, drop in center, IEC, theatre/drama	Literacy training	Skills training for women			Center for victims of domestic violence					
FAITH BASED ORGANIZATIONS											

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Baptist Union	HIV/AIDS awareness						Sporting activities				Leadership training
Bahai'I Women's Association	Health and Family Life Education	Literacy Training for Mothers	Skills Training for Mothers								Home visiting and counseling services
Caritas										Human Rights, good governance	
Catholic Family Services	Counseling for youth with subsistence abuse problems										Family counseling
Community Services Network Program (Christian Brethren Church)		Literacy for Settlement Women	Life Skills for Women and Youth		Credit scheme for women	Law, order and justice activities					Childhood growth and education
Dom Bosco			Skills training								
National Catholic Aids Office	HIV/AIDS care & counseling, awareness, IEC, behavior change										
Seventh Day Adventist Church Community Services						Counseling for abused children and women					
Seventh Day Adventist Relief Development Agency		Adult literacy									
Social Concerns Office – Lutheran Church	HIV/AIDS counseling		Unemployme nt counseling								

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
St. John's Health Services											
AIDS Apostolic Association, Inc.	HIV/AIDS care and counseling										
Apostolic Church (Hohola)	HIV/AIDS peer counseling, IEC, behavior change										
Assemblies of God Church PNG	HIV/AIDS peer counseling, IEC										
Bible Association of PNG	HIV/AIDS Peer education, youth behavior change										
Catholic Family Life Apostolate	HIV/AIDS and substance abuse care & counseling, awareness for sex workers, condom distribution, peer education,					Domestic violence prevention and counseling					
Christ Ambassadors Association	HIV/AIDS care and counseling, condom distribution, peer counseling										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Christian Apostolic Fellowship	HIV/AIDS Care & Counseling, Awareness, peer education, IEC, sexual and reproductive health camps										
Christian Life Center	HIV/AIDS testing, Care & Counseling, Awareness for sex workers and MSM, condom distribution, peer education,										
Congregation of the Sacred Heart Brothers	HIV/AIDS care and counseling, drop-in center, peer education										
DOVE Inter- Denomination al Church	HIV/AIDS care & counseling, behavior change										
East RedScar Circuit Youth and Children's Ministry	HIV/AIDS care & counseling, behavior change for MSM, home based care										
EndTime Harvesters Ministry	HIV//AIDS awareness										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Evangelism by Giving Mission	HIV/IADS care and counseling										
Evangelism Explosion PNG	HIV/AIDS behavior change, theatre/drama										
Faith Revival Ministry	HIV/AIDS care & counseling, awareness, peer education, IEC, behavior change										
Hohola Community Learning Center		Remedial education for low income students up to grade 10	Skills training, on- the-job learning								
Hohola Manger Christian Fellowship	HIV/AIDS behavior change through theatre/drama , home based care, drop-in center										
Inter- Denomination al Radio Prayer Ministry	HIV/ AIDS care & counseling, awareness, peer education, behavior change										
Inter- Denomination al Street Ministry	HIV/ AIDS awareness										
Kesi Congregation Social Concern	HIV/AIDS care & counseling, awareness									Women and Children's Rights	

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneuri al Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Koita Bible Translation Project	HIV/AIDS care & counseling, IEC, behavior change, research/ data collection										
Life Liberation in Faith Ministry	HIV/AIDS awareness										
Matrix of Desting Ministry	HIV/AIDS care and counseling, IEC, behavior change through theatre/drama										
Mission for Christ	V/ AIDS awareness, behavior change, IEC										
National Spiritual Assembly of Bahai'is	HIV/AIDS awareness, peer education, IEC,										
PNG Bible Translation Association	HIV/AIDS care and counseling, condom distribution										
Sacred Heart Brothers United Services Foundation	HIV/AIDS awareness, peer education, IEC		Technical Training Center for Remandees								
Saivara SDA Youth Group Against HIV/AIDS	HIV/AIDS care and counseling, peer education,										

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneurial Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Sove United Church Baruni Village	HIV/AIDS care & counseling, awareness, IEC, condom distribution, home based care, drop in center, IEC, theatre/ drama, research/ data collection					Community activities to reduce crime and violence					
St. Theresa Prayer Group	HIV/AIDS care & counseling, awareness, home based care										
Tabernacle of Glory International Ministries, Inc.	HIV/AIDS care & counseling, awareness, peer education, behavior change, home based care										
United Church in PNG	HIV/AIDS care & counseling, awareness, IEC, behavior change, home based care										
We Elleh Shamoth Exodus Church	research/data collection										
White Sand Theatre Group	HIV/AIDS awareness, theatre/ drama										
PRIVATE SECTOR											

	Health/ Healthy Lifestyles	Second Chance Education	Job Preparation/ Job Search Assistance	Employment Generation	Entrepreneurial Development	Conflict Resolution/ Violence Prevention/ Intervention	Sports	Mentoring	Media Based Services	Advocacy	Other
Chamber of Commerce and Industry											Provides support to Ginigoada Bisnis Development Foundation
Consultative Implementatio n and Monitoring Council										Advocacy	Research and policy advice
Institute of National Affairs											Research and policy advice
Oil Search Academy			Technical and non-technical skills training in oil search related fields								
PNG Chamber of Mines and Petroleum	HIV/AIDS awareness									HIV/AIDS advocacy	Leadership coordination
Private Sector HIV/AIDS Project	Condom distribution, IEC, research/ data collection										
Rotary Club											Youth leadership
Stones Taewondo Academy							Sports programs				

Annex 5: NCD Organizations Consulted

The following list represents only those organizations that the consultant was able to meet with during her mission to PNG. The list is not meant to be representative. However, is illustrative of the diversity of programs operated by civil society organizations in NCD as well as the range of organizational arrangements for implementation of these programs.

Program	Description
Civil Society	
AngliCare	AngliCare provides HIV/AIDS education, prevention and awareness programs and care and counseling services for HIV/AIDS affected persons. Under the education, prevention awareness component it provides peer education (about 300 /year), adult literacy, health education and life skills training (about 80/year), production of multi-media presentations, drama programs, community/workplace awareness and school based programs in secondary and tertiary schools and other programs. AngliCare also trains teachers from rural areas in HIV/AIDS education, prevention and awareness. AngliCare employs 55 staff, plus ancillary staff. Primary funders are AusAid, New Zealand Aid and private donations. Financial accounts are audited annually. It is guided by a Board of Directors and written policies and procedures. Staff training, case documentation, and monitoring and evaluation are limited.
Consultative Implementation and Monitoring Council (CIMC)	CIMC is an independent organization, established in 1998. It brings together civil society, private sector and government partners to develop policy and influence and monitor government decision making. The goal of the CIMC is to ensure that dialogue, through ongoing consultation processes, is sustained between government, private sector and the community at large and recommendations made to government are implemented. The CIMC Secretariat is administered by the Institute of National Affairs, a private non-profit research institute. CIMC is organized into twelve sub-committees, including law and order, health, education, domestic violence and others. The CIMC provides a forum for discussion on development policy through annual regional and national forums, sectoral committees and working groups. It oversees and coordinates implementation of the recommendations by the forums, promotes research and policy approaches and provides advice to government.
City Mission	City Mission provides residential and non-residential services to street boys and/or children from dysfunctional families. City Mission has served over 8,000 boys since its inception in 1993. The residential program serves 100-120 boys at any one time and provides remedial education, life skills and vocational training (metal work, welding, woodworking, agriculture). The residential program accepts between 10-15 new entrants (out of twice the number of applicants) every two weeks. Boys stay in residence for 6 months to two years. Some ad hoc on-the-job work experience occurs when City Mission obtains a contract from an employer. Funding comes from private donations (cash and in-kind) and corporate donations. City Mission also operates Haus Ruth, a shelter for victims of domestic violence. City Mission is a limited liability company with 55 paid staff and is run by a Board of Directors. Financial accounts are audited annually. It has a written constitution and written procedures. Staff training, case documentation, and monitoring and evaluation are limited.
Foundation for Women and Children at Risk (WeCare)	WeCare is a registered NGO established in 2006 to provide services to women and children at risk in settlements, including victims of domestic abuse, orphans and homeless women and children. The target group is girls up to age 20 and boys up to age 12. WeCare provides money for care provided by community members, training for caregivers, and support to establish pre-schools. In 2008, the Foundation provided support for 91 children in 6 communities. YACA has one full-time staff member and is in the process of forming a Board of Directors. It does not have written policies and procedures. The Foundation raises money to support community activities. Digicel is the primary donor. Accounts are not audited.

Program	Description
Civil Society	
Ginigoada Bisnis Development Foundation	Ginigoada Bisnis Development Foundation is a not for profit Micro Enterprise training organization providing basic business training and short term vocational skills training courses to low-income persons in the national capital district, with special focus on women and youth. GBDF was founded in 2001 with funding from AusAid and operates under the auspices of the PNG Chamber of Commerce and Industry. Total operating costs were equal to K264,566 in 2006. With funding from AusAid, YLM, the French Embassy, New Zealand AID, PNG Microfinance, ADB Skills Development Trust Fund, the Community Justice Liaison Unit and Horizon3000. The program employs 4 full time staff (Foundation Manager, Administration Officer, Liaison Officer and driver/admin person) and 5 part-time community development officers. The overall goal is to improve income generating opportunities for disadvantaged groups with a longer-term objective of establishing an urban microenterprise program. Since inception, the program has trained more than 3000 persons. Training program duration ranges from 2 weeks to 4 months and training is provided primarily by Vocational Training Schools. The cost to participants ranges from K30 to K90. In 2007, there were 1,065 participants. Of these, 860 participated in a total of 44 skills courses. The program originally focused on training for self-employment; however, it expanded to training for and placement with private sector companies for on-the-job training in 2007. The program also provides some life skills training; however, this component is not formalized. The majority of participants are trained for self-employment. GBDF links these participants to the PNG Micro-Finance program and approximately 75% of those who apply for a micro-loan and approved. Approximately 55 trainees were placed in on-the-job training placements in 2007. The program does not implement tracer studies and there is no impact evaluation.
Hohola Youth Development Center	Hohola Community Learning Center is a community learning center established in 1973 and operating under the umbrella of the Catholic Church. Hohola is supported by donations from Australia, fees (K200 for Year 1 and 2 and K250 for Year 3) and money earned by student projects. Hohola offers second chance education, (not leading to a certificate), distance education (leading to a Grade 10 certificate) and vocational education. Programs target youth in the 16 – 25 year old age range. Students must be functioning at a Grade 8 level to be admitted. Programs combine academic (English,, Mathematics, social sciences, commerce, expressive arts, physical education/health) and vocational courses (mechanics, metal fabrication, carpentry, hospitality, secretarial studies) and include an on-the-job learning (2 weeks in Year 1 and 6 weeks in Years 2 and 3) . There are currently 500 students, with approximately half female. In 2008, there were 230 students accepted out of between 400 and 500 applications. The operating budget for Hohola is approximately K450,000/year or approximately K900/student/year. Fees are equal to. Hohola employees 26 teachers, most of whom are not certified; however, Hohola is in partnership with PNG Education Training Institute to provide in-service training for teachers. AusAid is providing funding for expansion of the physical facilities; however, this is not expected to increase the number of students enrolled. Rather it will be used for better workshops and for community programs.
Leadership PNG	Leadership PNG was formed in 2006 by youth. Programs are targeted to professionals in the 20-45 year old age group with the objective of developing youth leaders and business and civil society networks. The program introduces participants to in-country and global issues. Participants undertake a community assessment. Each participant works with a mentor. Now has 57 alumni. Leadership PNG is registered under the associations act and operates under the guidance of a Board of Directors. It receives funding from donor agencies and private sector companies. It has one full time staff person, 1 part-time accountant and one temporary coordinator. Financial accounts are audited annually.
Media Council	The Media Council is an industry association of media companies and is registered under the Associations Act. It employs 4 professional staff (including an accountant), plus support staff. State and civil society organizations are members. The Council provides the following programs: training, forums for discussions, development of packages for broadcasts on social issues, such as HIV/AIDS, youth, and domestic violence. The Media Council also provides accreditation for media providers and advocates for freedom of the media. The Media Council serves as secretariat for the AusAid funded Media for Development Program which focus on using the media to support organizations that advocate for development. Media Council provides grants to civil society organizations, and assists with the development of their program content on governance and other issues. The Council has funded 37 communities and 2 surveys with grants between 20,000 and 70,000 kina. The Media Council also assists recent media graduates in finding on-the-job placements. The Council is guided by a Board of Directors composed of representatives from media houses, government media units and state enterprises. The media Council received assistance from AusAid to set up H.R. systems, prepare a constitution and establish a computerized financial management system. Financial records are audited annually.
Oxfam	Oxfam is an international NGO. The Oxfam youth program in PNG started in 2007 and is part of the Oxfam International Youth Partnership Program. Fifteen youth from PNG participate. The objective is to bring youth already working for positive change in their communities together for a three-year program. The objective is to build their capacity to write proposals for and implement a community program. The current batch will be in training until 2009.

Program	Description
Civil Society	
Poros Support Project	Poros Support Project was established in 2003 provides care and counseling, referrals, voluntary testing, condom distribution and life skills training services and operates a drop in center for commercial sex workers and men who have sex with men. It employs more than 60 staff through PNG. Poros Support operates under the auspices of Save the children and receives funding from Save the Children and AusAid
PNG Transformation Student and Youth Association	PNG Transformation is a student and youth association, registered with the National Youth Commission. The objective is to unite students to address social issues, such as HIV/AIDS, substance use/abuse, school fighting, promotion of non-violence. PNG Transformation has approximately 500 members (with 200 trained as peer educators). The organization is financed through local contributions (from student and others), fund raisers and contributions from donor agencies (K20,000 in 2005 from the E.U and K30,000 from the World Bank competition). The organization does not have paid staff. Accounting functions are performed by a student member.
Salvation Army	The Salvation Army is an international evangelical and social service organization. On the social service side, the Salvation Army implements a country wide literacy program (based on proposals submitted by churches) and trains trainers and prints literacy manuals for use in the programs. The programs serve children and adults (numbers served and costs not available). The Salvation Army also implements leadership training, HIV/AIDS awareness programs, and operates primary and secondary schools (not targeted to disadvantaged students). The Salvation Army receives funding from Salvation Army, AusAID and other donors.
Sports Federation	The Sports Federation is a registered Ngo established to provide an umbrella body for sports. It has 38-48 affiliates, including Olympic and non-Olympic sports. Its affiliates are national federations of sports; e.g., the National Cricket Association. The objective of the Sports Federation is to help youth to compete within PNG and internationally. The Federation provides HIV/AIDS Awareness through sports programs. The Federation works in partnership with the Sports Foundation and Sports Trust. The Federation is guided by a constitution, some of which is based on the Olympic charter. The Federation supports affiliates who are seeking government or corporate sponsorship, provides team preparation assistance, grants for sports camps, and funds participations costs (travel, uniforms, etc.) The Sports Federation is a recipient of AusAid Sports for Development funding and received 557,000 kina to develop HIV/AIDS programs for peer educators and to use athletes as role models. The International Olympic toolkit on HIV/AIDS is used in training.
Youth Against Corruption (YACA)	YACA is a registered NGO established in 2002 and with a membership of approximately 200 secondary school students. YACA sponsors forums to bring youth together to discuss matters of interest to students. The objective is give youth a voice and to get them to talk about issues important to them. The group also sponsors essay contests on topics such as corruptions, justice for all and corporal punishment. YACA has one non-paid part-time staff member and is not guided by a Board of Directors or written policies and procedures. YACA is funded by cash and in-kind donations and members contributions.

Annex 6: Comparison of the Youth Policy and NYC Work Plan

POLICY			ACTION PLAN	
Goal	Strategy		Strategy	Action
Improving Quality Of Young People's Life	Life and livelihood skills education			
	Youth friendly centers			
	International Events			
	Access to non-formal education			
	Business management skills			
	Micro-finance/credit			
Integrated Education	Income earning opportunities			
	Student support services			
	Vocational/competency based skills training			
	School holiday programs			
	Literacy/back to school programs and education of girls			
Income Generation And Sustainable Development Activities	Industry driven courses			
	Business management skills			
	Access to micro-credit			
	Down stream processing			
	Access to markets			
	Change mindset of young towards productivity/self-sustaining activities			
	Participation in eco-tourism			
	Strategy for resource mobilization for NYC			
	Encourage involvement in bio-diversity			
	Life-skills education			
Promoting Healthy Lifestyles	Address adolescent sexual reproductive health (ASRH)			
	Counseling on ASRH			
	HIV/AIDS awareness			
	Discourage substance abuse			

POLICY		ACTION PLAN	
Goal	Strategy	Strategy	Action
	Promote sports participation		
Building Stronger Communities	Empower youth as productive members of communities		
Strengthen Institutional Capacity	Decentralization of youth development		
	Review NYC Act		
	Establish quality standards for youth serving organizations		
	Improve policy advise to national, provincial, local government	Provide Assistance to Provincial & LLG & Other Youth Organizations	Create Directory/Profile of Youth Work Agencies Project Planning and Program Development Community Youth Development Volunteer Scheme
	Establish provincial/district youth councils		Establish provincial/district youth councils Short Courses on specific youth needs
	Establish accreditation system for diploma for youth workers		
	Promote skills training for youth workers leaders		Capacity building through diploma and certificate courses in youth development
	Capacity building of community development officers		
Youth and Identity	Awareness of cultural heritage		
	Support cultural, social, spiritual awareness		
	Promote awareness of male responsibility		
	Promote equal opportunities of family members		
	Promote sharing of skills, knowledge and experiences		
	Strengthen youth affiliation with national, regional, international organizations	Encourage Participation at National/ International Levels	2 nd Youth Festival in Fiji PNG Mock Youth Parliament Defense Force Civic Action Plan International Youth Day National Youth Summit Interpretation of Youth Policy into Program Workshops

POLICY		ACTION PLAN	
Goal	Strategy	Strategy	Action
	Establish Governor Generals Youth Award		Governor General's Youth Award Scheme
Research Information Data Collection	Establish NYC IT Database		Develop and establish research and database unit
	Coordinate facility research		
	Establish NYC library		
Law, Order, Justice	Strengthen Community Policing		
	Encourage community based peer leadership on crime prevention/ restorative justice		
	Education young people on rights against abuse/violence		
		Improved Networking	Participation in Youth Alliance for Melanesia, Commonwealth Youth Program and SPC Youth Bureau Publication of Best Practices Resource Mobilization with Development Partners and NGOs
		Income Generation Activities for NYC	Prepare proposal to build youth center in POM National Youth Foundation Develop FM Radio Networks for Youth
		Good Governance	Review National Youth Commission Act Review & Develop NYC Corporate Plan
		Improve Finance Management System	Maintain general financial records and audit records Attend to Financial Reviews and Budgets Complete investigations for missing funds
		Improve Finance Management System	Restructuring NYC NYC Schedule of Activities Recruitment of qualified staff Staff Training

Annex 7: Donor Funded Initiatives

	Funding	Duration	Description
Labor Market Related Programs			
Employment Oriented Skills Development Project	ADB/ADB loan US\$20.0 million; US\$12.1 million counterpart funding; GTZ grant US\$2.4 million, OPEC grant US\$2.5 million, AusAID grant US\$2.5 million	2000-2007	Objective was to improve income earning opportunities for unemployed and underemployed in rural and urban areas, with special emphasis on women and youth, by increasing availability of short-term skills and entrepreneurship. Office of National Planning served as implementing agency for two components (Legal and Policy Framework and Institutional Capacity Building); Department of Education served as implementing agency for one component (Establishment of a Sustainable Financing Mechanism). Activities included strengthening legal and policy framework for skills training; capacity building of Department of Community Development and non-formal training providers; establishment of Skills Training Resource Unit, development of competency based materials; capacity building for formal skills training providers in the Division of Vocational Education; and development of tourism training facilities. Project established Skills Training Trust Fund to provide permanent source of financial support to informal sector training with funding available to public and private training providers based upon submission of proposals. Accrued interest from fund (approximately PGK50 million) used to co-finance short-term employment oriented skills training conducted by vocational centers, churches, NGOs and private training providers. Contributions were required from provincial governments before accessing the fund facility. Each participating province was required to set up a committee to process proposals from training providers. Successful proposals required some co-financing. Approved programs received a portion of their fund resources up-front and the remainder following completion of the activity. By August 2006, Fund had co-financed 151 short training activities in four provinces. As of 2007, the Trust account balance was equal to K344,441. Project benefited 10,000 beneficiaries compared to the planned 40,000 beneficiaries. Although eventually received, counterpart funding was a challenge. Poor quality of training proposals led to rejection of most training proposals and central and provincial levels were unable to process training proposals from prospective training providers and make allocations in a timely manner. Lessons learned: Awareness building among stakeholders and continuity of management are critical, training for financial management and continuous monitoring of financial management systems is required.
Occupational Skills & Standards Project	AusAID/AUD 3 million	2004-2006	Focused on extending the range of occupational standards and skills testing.
Education Capacity Development Program	AusAID/K138 million	2005-2009	Supports education reform through strengthening education operations and improving systematic integration among all levels of administration responsible for managing and financing the education sector. Provides some support to TVET including improvement to curriculum planning and the development of the TVET National Qualifications Framework.
Community Participation in Vocational Training Project	European Union./Euro 7.7 million	2007-2011	Seeks to re-orient Vocational Centers in 4 pilot provinces towards the needs of local communities and to provide opportunities for students to acquire skills of relevance to the non-formal sector. Builds on experience of GTZ and ADB respectively and focuses on strengthening the management of VCs and linking them more closely to the needs and priorities of local communities.
Promotion of Vocational Training Project	German Technical Cooperation	1993-2001	Core activities included: identification of pilot vocational training centers for project activities; introduction of competency based training and development of competency based curriculum curricula; training of instructors and managers; and providing advice and support at the national and provincial levels.

	Funding	Duration	Description
ILO	Youth Employability Project	2008-n.a.	In collaboration with Department of Labor. No information received
Second Chance Education Programs			
Community Learning and Awareness Project	European Union / Euro 4.5 million	n.a.	Project which will provide Non Formal Education learning opportunities, including income generation training, for individuals who have not experienced or completed formal education. The project will provide institutional support to the Department of Community Development to enable it to better carry out its new responsibilities for non-formal education in partnership with the non-government sector and will support community-based learning by providing learning materials to teachers.
Preparing the Literacy is for Everyone Project	Asian Development Bank/grant funding from Japan Special Fund, with \$455,427 disbursed and \$144,572 not disbursed.	2003-2006	The executing agency was the Department of Social Welfare and Development. The TA was carried out in cooperation with the National Literacy and Awareness Secretariat, focal points for adult literacy at national, provincial, district and local government levels and civil society agencies. The TA designed and installed an Education, Management, Information System to collect baseline data and a literacy training tool kit. Roles and responsibilities of Government stakeholders were assessed. A draft institutional capacity building strategy was developed for core departments and divisions responsible for adult literacy at national and provincial levels. A system was designed for training of trainers, teacher training, in-service training and material production in adult literacy. New methods and materials to further adult literacy were identified. The TA resulted in a loan project proposal that was jointly developed and agreed by key stakeholders; however, it did not result in a project
Partnerships for Civil Society Adult Education Initiatives	Adventist Development & Relief Agency/DFID, \$630,000; ADRA, \$26,000	2006-2009	Project will work with community-based organizations and the government to improve education and income generation opportunities. The project will provide literacy training for 25,600 people, with 2,800 (mostly women) involved in income generation activities.
Law and Justice			
Law and Justice Sector Program	AusAid/\$150 million	2004-2009	The objective of the program is to improve the responsiveness of the justice system at the national, provincial and community levels. The Program seeks to promote the rule of law by supporting and revitalizing service delivery mechanisms and processes in Law and Justice sector; institutional strengthening of formal law and justice agencies in planning, finance, human resources and corporate functions; partnerships between formal and traditional justice systems. The program provides a flexible mechanism to support PNG law and justice priorities through government and civil society. The PNG Law and Justice Sector Program focuses on improving coordination and functioning of formal law and justice agencies. LJSP supports a range of core reform activities in all the agencies across the sector, including provincial and community based law and justice organizations, as well as directly assisting critical law and justice initiatives. Lessons learned from the LJSP projects are that activities should be based in local not national government, which suffers from capacity constraints and corruption and that any program should have strong local management.
Justice Advisory Group (JAG)	AusAid/ \$14.1 million	2003-2008	The JAG aims to improve coordination between PNG's law and justice agencies and the ability of the sector to monitor its performance. It consists of a team of independent advisors who work closely with the senior management of all law and justice agencies. The JAG also provides advice to PNG and Australia on policy, management and operational matters.

	Funding	Duration	Description
Governance			
PNG Community Development Scheme (CDS) Phase 2	AusAID/\$37.7 million	2001-2007	The goal of the project was to develop Civil Society Organizations (CSOs) to undertake sustainable community development activities. The scheme consisted of three programs: A small grants program that provided capacity building and community development activities with grassroots communities throughout PNG. It enabled community members to work together to access opportunities to improve their lives. The scheme provided grants in areas including: water supply, health, social empowerment, literacy. The Non-Government Organization (NGO) Strengthening Program worked in partnership with local NGOs to plan and manage development activities and to build their organizational capacity to fulfill their mission and goals. The Specialized Partners Program provided funding for partnerships between well-established NGOs and smaller community organization partners to undertake and improve community development work and contribute to better services across PNG. The project aimed to strengthen the human and organisational capacity of PNG CSOs to plan and implement effective development activities. To support development initiatives/ activities planned by CSOs to promote the establishment and support the development of suitable bodies to manage the Community Development Scheme funded activities. The principal vehicle was a systemised process of identifying, working-up and funding small-scale community-led projects, although capacity-building of CSOs themselves became more explicitly recognised as a core function as the program progressed. Almost 1,000 grants, totalling almost AUD 18 million (average of AUD 18,000) were disbursed over the five-year CDS2 contract period, as well as some legacy grants from the earlier Phase. Individual grants evaluated by CDS ranged from less than AUD 1,250 to more than AUD 59,000, but the great majority fell in the range AUD 16,000 to AUD 20,000. The program operated in all 20 Provinces of PNG. One lesson learned from the project is that small-scale community development is not simple, and carries high transactions costs and significant social, technical and financial risks that are challenging to manage without disproportionate levels of technical and advisory input. There is a case for reviewing the number and size of projects that can economically be properly designed and monitored in such a scheme.
Democratic Governance Program - Transition Phase	AusAID/\$3.5 million	2007-2008	A 13 month Transition Phase for the new Democratic Governance Program began immediately after the end of the Community Development Scheme. During this Transition Phase the project will complete the residual grants of Phase 2, provide one round of funding for community groups and civil society organizations to pilot new democratic governance activities, identify and incorporate the practices into new program adapt governance structures and procedures to new program, undertake research to provide foundation of new program.
Media for Development Initiative (MDI)	AusAID/\$13.9 million	2003-2008	This initiative works with the PNG Media Council and the National Broadcasting Corporation, the MDI aims to strengthen the capacity and operations of the media, particularly radio in rural areas to provide effective, accessible media sector, increase voices of the poor and marginalized in public policy, support civic education, peace-building and promotion of culture, foster civil society networks, provide access to development information and complement basic services delivery, for example through agricultural extension radio programs and broadcasts on the availability of health clinics.

	Funding	Duration	Description
Church Partnership Program (CPP)	AusAID/\$23.7 million	2004-2008	This program is strengthening the institutional capacity of faith-based organizations that play a critical role locally and in the delivery of health and education services across PNG. The program supports partnerships between seven Australian church-based organizations and their counterparts in PNG, aiming to strengthen church leadership in society, improve the quality and reach of basic services, and improve churches' institutional capacity to deliver development programs. CPP supports churches to promote accountable governance, peace building and community participation in decision-making and local governance.
Integrated Community Development Project	JICA/US\$3.0 million	2005-2008	The objective of the project is to strengthen the overall capacity of the Department for Community Development and the National Capital District Commission (NCDC). The project provided support to 10 settlements in the NCDC. Community workshops led to the identification of projects in the targeted communities. JICA paid for skilled labor and materials, while communities contributed casual labor and security. An extension of the project is being considered. Lessons learned: The original plan called for NGO implementation of project activities; however, capacity constraints in NGOs, especially related to management of project funds, hampered implementation. In addition, there was a high staff turnover in NCDC and the commission did not have the capacity to serve as implementing agency. As a result, a project management unit staffed by a project manager from Japan was established in the Department of Community Development.
Support to Non-State Actors Project	European Union/ Euro 5 million	200 -2013	The overall objective of the project is to enhance the role of civil society in the development process and to increase the dialogue with government at all levels in PNG. The project will provide support to non-state actors through a call for proposals. Expected results include strengthening of the capacity of non-state actors to engage in national policy dialogue, community-based actions; projects that are effectively designed and delivered and that are coherent with district, local level government and ward level planning processes; strengthened financial, organizational, project cycle management, service delivery capacity and institutional and operational environment of non-state actors; training and capacity building of organizations, technical assistance through long and short term international technical advisors and logistical and technical support to the Department for Community Development to manage the project through strengthened planning, procurement and financial management. This will be done through financing for equipment, operational costs, salaries for project staff, indemnities for seconded public servants, and transportation and travel costs for supervision and monitoring. In 2008, the project provided Euro 1 million for support for grants for youth and women's empowerment. Approximately sixty proposals, which were evaluated as generally good, were received.
Strengthening Districts and Local Level Governments Project	European Union/ Euro 15 million PNG contribution is Euro 1.3 million.	2007-2014	Expected results include improved capacity and accountability of district level and LLG and improved overall framework for the function of the lower levels of government. The objective is to support delivery of essential services to the population of PNG and to support the foundation for broad based social-economic growth. The project will support a grant facility, with grants awarded based on a call for proposals. Support will also be provided to the Department of Provincial and Local Level Government affairs and through financing for parliamentary committees, an Ombudsman Commission, and other activities.
Leadership Transformation	UNDP	n.a.	Global youth leadership training program. Reactivated under new country program with 45 participants in current group, of which 5-6 will go on for further training and then back to their community.
Community Capacity Enhancement Program	UNDP	n.a.	Promotes community conversations and brings facilitators to manage conversations at local level.
Peace Fair for Youth	UNDP	n.a.	Includes sports and conflict resolution through medium of sports, agricultural fair, arts and crafts.

	Funding	Duration	Description
Juvenile Justice	UNICEF		Activities in the area of Child protection advocate for the official publication of the Juvenile Justice Act; ensure that children in conflict with the law are rehabilitated rather than jailed; create awareness, through a pilot project on family violence, with an emphasis on child abuse, including sexual abuse and neglect; expand birth registration nationwide; advocate for the elimination of the worst forms of child labor, in particular sexual exploitation.
Girls' education	UNICEF		The Girls' education component of UNICEF 's work promotes equitable access to basic education through support for education reform and creating awareness among parents about the value of education, particularly for girls
Reproductive Health	UNFPA	2008-2012	Increased availability of comprehensive reproductive health services, particularly family planning, emergency obstetric care, antenatal care, prevention of sexually transmitted infections and HIV/AIDS, and adolescent-friendly health services in selected districts and provincial hospitals\$6.5 million (\$3 million in regular resources and \$3.5 million in other resources)